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ABSTRACT

Abstracts of Title I Elementary and Secondary Education Act project evaluations conducted during the 1976-77 academic year in the school district of Philadelphia, Pennsylvania are compiled in this volume. Information concerning current management information, observed activities, attainment of objectives, and program impact is provided for each project. The abstracts also describe project operating years; grades served; number of students, employees, and schools; current budget; and services provided. Two series of comprehensive projects were aimed at reducing deficiencies in basic reading and mathematics skills in kindergarten through twelfth grade students. These projects encompassed individualized instruction, parental involvement, skills centers, mathematics specialists, activity-centered instruction for educable retarded children, and resource teachers. Remedial assistance in computational skills was provided through classroom, tutorial and individualized instruction. Other projects involved introducing students to world affairs and global problems, summer reading readiness, counseling services, aide services, school-community coordinators, computer assisted instruction, institutions for neglected and delinquent children, a multimedia center, summer special education, bilingual education, an individualized education center, intensive reading for secondary students, affective education, and alternative programs. Summer components Title I projects are briefly abstracted. (JAC)

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EVALUATION OF TITLE I ESEA PROJECTS 1976-1977

Abstracts

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OFFICE OF RESEARCH AND EVALUATION
THE SCHOOL DISTRICT OF PHILADELPHIA

Report #77139

EVALUATION OF TITLE I ESEA PROJECTS, 1976-1977: Abstracts

Abstracts based on annual technical reports (Report #77140) issued by the Department of Federal Evaluation Resource Services, evaluating projects funded under Title I of the federal Elementary and Secondary Education Act.

August 1977

Office of Research and Evaluation

THE SCHOOL DISTRICT OF PHILADELPHIA

Philadelphia, Pennsylvania 19103

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Projects included in this report were funded under ESEA Title I and administered through the School District's Office of Federal Programs. USOE Grants #48-7398-51-500-01, #48B-6473-51-500-01, #48-Pa-76-7012, and #48-6270-51-500-01.

PREFACE

This volume contains abstracts of the evaluation reports of projects funded under Title I ESEA during the 1976-1977 school year. It is intended to provide the reader with a brief but comprehensive overview of the degree to which project goals were attained.

In reports contained in this volume, the topical/textual sequence is the same: (a) current management information, (b) observed activities, (c) attainment of objectives, and (d) impact. The purpose of this procedure is to permit the reader to review the collected reports of diverse projects without having to shift gears radically in proceeding from one report to another.

Although technical language cannot be completely avoided in a volume such as this one, an effort has been made to minimize this problem by frequent revisions in which nontechnical terms were substituted. For the more technically oriented reader, a companion volume containing the complete technical reports of project evaluations is available from the Office of Research and Evaluation.

It is hoped that this report can help each person with project or management responsibilities to see the degree to which his efforts are having an impact on, or merging into, the broad objectives of the School District.

Stephen H. Davidoff

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*Funded Under Part C-Impact Aid

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AFFECTIVE EDUCATION

Abstract

ADMINISTRATOR:	Norman Newberg
HEADQUARTERS:	Room 323, 21st Street and Parkway
TELEPHONE:	299-7776
PBRS CODE:	711-04-611
OPERATING YEARS:	1968-1977
GRADES SERVED:	K-12
NO. OF PUPILS:	Public 36,800, Nonpublic 1,900
NO. OF SCHOOLS:	Public 61, Nonpublic 7
NO. OF EMPLOYEES:	Professional 9, Paraprofessional 0, Clerical 1
CURRENT BUDGET:	Regular $237,900, Summer $13,200, Total $251,100
SERVICE PROVIDED:	Project provides resource services to affective teachers and others serving Title I students, develops and disseminates affective curricula, implements a communications network for training in the teaching of basic skills, conducts intensive training for parents, and sponsors the training for and implementation of two schools for all ages.
EVALUATION TEAM:	William E. Loue III, Judith Green Leibovitz, Lisbeth R. Sklar

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OBSERVED ACTIVITIES

The Affective Education project (AEP) was fully implemented according to its intended mode of operation. Its services emanated from four branches: Communications Network, Parent Training, Resource Services, and the School for All Ages.

The Communications Network (CN) division worked with teachers to create the conditions in the classroom and in the home that allow children to develop histories of success in learning, positive associations with reading, writing, listening, and speaking, and thought patterns and habits that support reading achievement. During the current school year, this division conducted 72 hours of workshops for 37 first-year participants, 68 hours for 20 second-year participants, and 19 hours for 15 third-year participants. Each month throughout the school year, the first and second year groups convened for one whole-day workshop and for one after-school meeting. Intensive classroom follow-up for all participants was an integral part of the training experience. In January 1977, the Communications Network was awarded validation by the Pennsylvania Diffusion Panel as "an exemplary program which has evidence of effectiveness and which is recommended to others for adoption or adaptation".

The Parent Training (PT) divison conducted long term intensive training for parents from a single school during a ten week schedule of weekly sessions.

A total of 95 parents from 5 schools participated in these experiences. In addition, short-term training for parents was also provided. A total of 700 parents from 29 schools participated in 1 to 7 sessions each. The topics covered in all parent training sessions included active listening, conflict resolution, family scripting, I-message, communication skills, and discipline versus punishment.

The Resource Services division sponsored general training and information sharing to assist educators in their efforts to improve students' motivation for learning and to facilitate students' acquisition of basic skills. Areas of emphasis during the current school year included classroom limits and boundaries, test-taking skills, expectations, cooperation versus competition, affective teaching techniques, and self-concept. The division conducted workshops for 2,100 teachers (1,130 attending more than one workshop), 40 classroom aides, 220 principals, 75 supervisors, and 60 counselors. Direct services were provided to 50 Title I schools. In addition, long-term services were provided at three schools where monthly sessions for the total of 47 teachers covered such topics as self-esteem, expectations, limits and boundaries, helping relationships, and shared responsibility.

The School for All Ages (SFAA) division sponsored two special schools within the Philadelphia school system. The schools promoted three goals: age integration, development of cooperative learning settings, and appropriate uses of the cooperative, competitive, individualistic, and dependent styles of learning. This division conducted continuous staff development for the faculty of each school. The 17 teachers were provided two-hour monthly experiences, two all day sessions, and approximately 20 hours dealing with topics such as curriculum writing, new teacher orientation, family support group, and the learning modes. The total number of staff development hours was approximately 50. In addition, a 30-hour inservice course for the seven SFAA paraprofessionals focusing on the adult life cycle was presented by project staff. In January, 1977, the School for All Ages was also awarded validation by the Pennsylvania Diffusion Panel.

ATTAINMENT OF OBJECTIVES

Objective 1: During the 1976-1977 school year, students participating in AEP programs will improve their reading comprehension skills as evidenced by the following:
(A) a significantly ($p<.10$) greater number of students will demonstrate mastery on the Instructional Objectives Exchange (IOX) criterion referenced tests of comprehension skills between Fall and Spring administrations of the test series;

Part A of this objective was fully attained. A maximum of eight Instructional Objectives Exchange criterion referenced tests in reading were selected by project teachers and project staff and were administered to students in six classrooms in October (Form A) and May (Form B). The teachers of these classrooms were second-year participants in the project's Communications Network training program.

Using the McNemar test for the significance of changes the data analysis revealed a significant increase ($p<.10$) in the number of students in each grade achieving mastery (80% correct for each test) on all tests administered.

(B) participating students will attain significantly ($p<.10$) higher mean scores on the 1977 California Achievement Tests (reading comprehension section) than a comparison group of students from the same school or from respective feeder schools:

Part B of this objective as stated in its present form was determined to be inappropriate because the distribution of previous year's CAT scores for project students was significantly lower than the distribution of CAT scores for the available comparison group of students. Accordingly the project staff determined that a direct comparison of 1977 scores for project and non-project students would be unfair. Instead the project staff requested that a comparison between the 1976 and 1977 total reading subtest scores for project pupils be conducted. The results of this analysis indicated that (1) the proportion of students scoring below the 16th percentile has been reduced from 50 percent to 36 percent at one school and from 37 percent to 31 percent at the second school; and (2) 51% of the students at one school and 73% of the students at the second school made at least one year's progress in reading.

(C) at least 80% of participating students will gain at least one book level and at least 50% will gain at least two book levels between Fall and Spring administrations of the Informal Reading Inventory (IRI).

Part C of this objective was partially attained. IRI results were submitted for 65 SFAA students. Of these 65, 48 (74%) gained at least one book level and 35 (54%) gained at least two book levels between Fall (pretest) and Spring (posttest) administrations.

Objective 2: During the 1976-1977 school year, students participating in AEP programs will improve in affective learning factors which directly contribute to reading and general academic performance as evidenced by the following:
(A) participating students will show significantly ($p<.10$) greater persistence on a reading task (sustained silent reading) between Fall and Spring administrations of the Reading Persistence Summary;

Part A of this objective was attained. Reading-persistence scores indicate the percentage of time during which students persist in reading during a sustained silent reading period. The mean Fall pretest score was 73.2 and the mean Spring posttest score was 90.0. The positive difference of 16.9 was significant beyond the .10 level.

(B) participating students will demonstrate mastery of a significantly ($p<.10$) greater number of skills related to the four learning modes (cooperative, competitive, independent, and dependent) and will improve significantly their ability

to choose the most appropriate mode for a series of given learning tasks included in the Learning Modes Checklist administered in the Fall and Spring;

Attainment of Part B of this objective as stated could not be determined because of the changing focus of the project as it developed during the year. The project staff revised their specified expectations to include the following: (1) a greater proportion of project students will provide more complete definitions of the terms cooperative, competitive, independent, and dependent between pre and post interviews; and (2) a greater proportion of project students will provide more detailed verbal descriptions of pictures depicting the four learning modes between pre and post interviews.

To assess the participants under the new criteria, a random sample of students was selected for interviews in December and June. A total of 46 students provided both pre- and post-interview results. Regarding the definitions of terms, 26 students provided more complete definitions, 9 students provided similar definitions, and 11 students provided less complete definitions on the post interview. The McNemar test for the significance of changes, revealed a significant increase ($p<.05$) had occurred in the number of students providing more compete definitions.

Regarding the descriptions of pictures depicting the four learning modes, 29 students provided more detailed verbal descriptions, 7 students provided similar descriptions, and 10 students provided less detailed descriptions on the post interviews. Again the data analysis revealed a significant increase ($p<.01$) in the number of students providing more detailed descriptions.

(C) participating students will demonstrate greater attention to learning experiences during a regular classroom period as evidenced by a significant decrease in the time required to gain student's attention prior to and during planned learning experiences between Fall and Spring observations of project classes.

Attainment of Part C of this objective could not be determined because organizational and administrative changes at the target school ameliorated the existing problems and minimized the necessity for intensive training of teachers, paraprofessionals, administrators, and parents as planned.

Objective 3: The Affective Education Program will provide appropriate training experiences and/or will serve as a resouce for a significant number of teachers, paraprofessionals, and parents of eligible students as evidenced by the following: (A) at least 45 teachers will receive 50 hours of training devoted to classroom interventions designed to help students to avoid or overcome "blocks" to learning to read; (B) at least 15 teachers will receive an average of 150 hours of training devoted to classroom interventions designed to help students master skills required for the four learning modes with special emphasis on the cooperative mode in cross-age learning settings; (C) at last 15 teachers will receive a total of 30 hours of training devoted to school and classroom limits and boundaries; (D) at least

10 parents in one school will receive training in the management of discipline issues using an affective orientation with the purpose of enhancing home learnings; (E) at least 150 hours of training services will be delivered to parents of eligible students. These services will include workshops, home-and-school meetings and weekend conferences focusing on parent-child communication skills, the parents' role in childrens' learning, and family scripts that influence learning; (F) at least 1,500 teachers and paraprofessionals will receive training and support in the use of affective techniques.

This objective was considered fully attained. An analysis of logs of all AEP training experiences revealed the following pertaining to respective parts of the objective: (A) 48 teachers received at least 66 hours of training devoted to classroom interventions designed to help students to avoid or overcome "blocks" to learning to read; (B) 17 teachers received between 30 and 50 hours of training during the school year devoted to classroom interventions designed to help students master skills required for the four learning modes with special emphasis on the cooperative mode in cross-age learning settings (additional hours were planned to occur during the subsequent summer months); (C) 22 teachers received 30 hours of training devoted to school and classroom limits and boundaries; (D) 10 parents from one school received long-term training in the management of discipline issues using an affective orientation with the purpose of enhancing home learnings; (E) 374 hours of training services including workshops, home and school meetings, and weekend conferences were delivered to parents of eligible students; and (F) 2,104 teachers and 55 paraprofessionals received training and support in the use of affective techniques.

IMPACT

The project was fully implemented according to its intended mode of operation. The four branches of the project, Communications Network, Parent Training, Resource Services, and School for All Ages, conducted extensive training programs throughout the school year for School District personnel and parents.

All but one of the project's objectives were fully or partially attained. That objective was not applicable to the current year's evaluation because of organizational and administrative changes at the target school.

It was found that students in AEP programs improved their reading comprehension skills to the extent that (a) a significantly greater number of students demonstrated mastery on a series of criterion referenced tests of reading comprehension skills, (b) expected proportions of project students made at least one year's progress in reading as measured by a standardized achievement test, and (c) expected proportions of project students gained at least two book levels during the school year as measured by an informal reading inventory. Moreover, students participating in AEP programs improved in affective learning factors which directly contribute to reading and general academic performances

to the extent that between the beginning and end of the current school year they (a) persisted on a reading task for a significantly greater proportion of time; (b) provided more complete definitions of the terms cooperative, competitive, independent and dependent; and (c) provided more detailed verbal descriptions of pictures depicting the four learning modes.

ALTERNATIVE PROGRAMS (ESEA TITLE I COMPONENT)

Abstract

ADMINISTRATOR:	Lorraine Brown
HEADQUARTERS:	Room 208, 21st Street and Parkway
TELEPHONE:	299-7831
PBRS CODE:	711-03(04)-539
OPERATING YEARS:	1972-1977
GRADES SERVED:	7-12
NO. OF PUPILS:	1,125
NO. OF SCHOOLS:	23
NO. OF EMPLOYEES:	Professional 27, Paraprofessional 38, Clerical 3
CURRENT BUDGET:	Regular $962,169, Summer None, Total $962,169
SERVICE PROVIDED:	Students attend special secondary school programs for the entire school day.
EVALUATION TEAM:	Herman Carter, Joseph Wroblewski

OBSERVED ACTIVITIES

Although there were some variations in the extent to which programs were implemented, nearly all of the Alternative Programs sites were operated in accordance with the specifications established in the Title I Application. Discrepancies between the intended and actual modes of operation were reported to the project administrator throughout the year and steps were taken to correct deficiencies.

Twenty alternative programs operated during the 1976-1977 school year. Nine of the programs utilized classrooms within the home-school building. The other eleven programs functioned in sites that were removed from the home school. Programs at the various locations were designed to meet the needs of students who had discipline, attendance, or achievement problems.

The evaluators made approximately 120 visits to the various programs. Each visit generally included classroom observations and interviews with program staff. Observations revealed that most programs emphasized the development of mathematics and reading skills. A wide variety of instructional strategies were observed, but the primary techniques were generally traditional (i.e., teacher lecture, textbook and blackboard drills, and paper and pencil assignments). However, the average student-teacher ratio (19:1) and the average student-adult (i.e., teacher or aide) ratio (11:1) in Title I alternative programs allowed the staff to provide a degree of individualized and small-group instruction above that which was possible in larger traditional classes.

The Title I alternative programs were characterized by personalized teacher-student and teacher-parent relationships, ongoing informal counseling by teachers, and a flexibility of interpretation of typical school conduct rules which resulted in a relaxed but not undisciplined learning environment.

ATTAINMENT OF OBJECTIVES

Objective 1: To increase student satisfaction with school as indicated by (a) an improvement in the attendance of 50% of the students in the program, (b) an improvement in behavior ratings of 40% of the students and (c) a 40% decrease in the number of unsatisfactory performance ratings received by students in the major subjects.

This objective was partially attained. Parts a and b were attained; part c was not.

Comparable attendance data were available for 718 students. For this group 428 (59%) had higher attendance this year, 42 (6%) had the same attendance, while 248 (35%) had lower attendance.

Comparable behavior ratings were available for 612 students. For this group, 259 (42%) had fewer unsatisfactory behavior ratings, 311 (51%) had the same number, while 42 (7%) had more unsatisfactory ratings.

Comparable performance ratings were available for 786 students. This group received 659 unsatisfactory ratings during the previous school year and 459 during the current school year. The 30% decrease in unsatisfactory performance ratings did not meet the specified criteria of 40%.

Objective 2: Fifty percent of the participating students will maintain or increase their achievement levels as indicated by changes in their National Percentile Ranks on the California Achievement Tests from 1976 to 1977.

This objective was fully attained.

Comparable reading scores were available for 543 students. Of this group, 299 (55%) maintained or increased their national percentile ranks on the Total Reading Subtest of the CAT while 244 (45%) did not.

Comparable mathematics scores were available for 210 students (students above the eighth grade were not tested in mathematics). For these students, 118 (56%) maintained or increased their national percentile rank on the Total Mathematics Subtest of the CAT while 92 (44%) did not.

IMPACT

Alternative Programs provided a variety of unique learning experiences and environments for students who had not previously adjusted to school in a satisfactory way. Reduced class size, more personalized adult-student relationships, flexibility of rosters, and instructional techniques designed to be compatible with students' deficiencies were observed at the project sites.

Nearly all programs were implemented as planned, and the project's two major objectives were attained or partially attained. The project was successful in improving attendance, behavior, and achievement in the basic skills. The project was not successful in decreasing the number of unsatisfactory performance ratings.

BENCHMARK

Abstract

ADMINISTRATOR:	Edmund J. Forte
HEADQUARTERS:	Room 903, 21st Street and Parkway
TELEPHONE:	299-7819
PBRS CODE:	711-02-507
OPERATING YEARS:	1974-1977
GRADES SERVED:	4-6
NO. OF PUPILS:	1,240
NO. OF SCHOOLS:	31
NO. OF EMPLOYEES:	Professional 34, Paraprofessional 62, Clerical 2
CURRENT BUDGET:	Regular $1,189,863, Summer $27,600, Total $1,217,463
SERVICE PROVIDED:	Teachers assisted by aides provide intensive instruction in the basic skills (with emphasis on reading and mathematics) to reduced-size self-contained classes.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters

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OBSERVED ACTIVITIES

The project was fully implemented according to the planned mode of operation during its third year of operation. The evaluation team conducted 34 observations of the classroom program. During these structured observations based upon five minute intervals, pupils were involved in learning tasks 93% of the time. Teachers and aides spent 71% of their time working with groups or individual children. Not one five minute interval was noted for children being disciplined.

Sixty-two percent of the observed five minute intervals were related to language arts instruction, 16% were related to mathematics instruction, and 16% were mixed content lessons which combined history and language arts or mathematics with science.

The staff development program was conducted as planned. The three field coordinators (one newly appointed) conducted the monthly staff development sessions and followed up by visiting the teachers in their classrooms. They shared new information, distributed materials, and responded to the needs of teachers.

ATTAINMENT OF OBJECTIVES

Objective 1: By the end of the school year, 50% of the pupils with 80% attendance will achieve 90% mastery of the word-recognition skills as measured by the Sight and Sound Inventory A and B.

This objective was attained. Of the 990 pupils who attended 80% of the days in the school year, 527 correctly marked 90% or more of the items tested. Thus, 53.6% of the pupils achieved this objective. Of the remaining children, 324 (32.9%) attained a 75% - 89% mastery, and 132 (13.5%) attained less than a 75% mastery level. Of those pupils attaining a 90% mastery level or more, one-fourth had been in the project for only one year.

Objective 2: By the end of the school year, 70% of the pupils with 80% attendance will gain the reading skills of one book level as measured by teacher scoring of an Individual Reading Inventory.

This objective was attained. The Standard Reading Invenotry was administered to all project pupils on an individual basis. For children with pre and post test scores, 803 (86.8%) gained one book level; 570 (61.6%) gained two or more levels. A gain of one book is based upon instructional reading level criteria of 85-99% correct in word recognition and 75-89% correct on the comprehension questions of the Standard Reading Inventory.

Objective 3: By the end of the school year, 60% of the pupils with 80% attendance will gain one level as measured by the Philadelphia Mathematics Evaluation Tests.

This objective was attained. Of those pupils with 80% attendance and paired data, 88% gained a minimum of one mathematics level; 54% gained two or more levels. The median end of year level for the project on the Philadelphia Mathematics Evaluation Tests was level seven.

IMPACT

The Benchmark project was fully implemented during its third year of operation. Eighty-three and a half percent of the 1,284 pupils served during the year had an attendance record of 80% or higher. Pupils continued to improve in their reading and mathematical skills. More than half of the pupils gained mastery of the 85 phonics skills tested and 60% of the children gained two or more book levels on individually administered reading inventories.

Based upon the Philadelphia Mathematics Evaluation Test, 88% of the pupils gained one level and 54% gained two or more levels. Level seven was the median level of the children at the end of the year.

The project sponsored exhibitions of the children's work at three schools and held a field experience for the total group at Fairmount Park. Several teachers informally indicated vast improvement in their children's behavior, attitudes, and interest in learning.

In spite of some turnover of staff during the past three years, the project director and three field coordinators have maintained the integrity of the major

aspects of the program. This project has proven to be an effective model for remediation of low-achieving children.

BILINGUAL EDUCATION

Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	2901 W. Allegheny Avenue
TELEPHONE:	BA 5-1914
PBRS CODE:	711-06-538
OPERATING YEARS:	1972-1977
GRADES SERVED:	1-8
NO. OF PUPILS:	Nonpublic 636
NO. OF SCHOOLS:	Nonpublic 10
NO. OF EMPLOYEES:	Professional 12, Paraprofessional 5, Clerical 1
CURRENT BUDGET:	Regular $296,300, Summer $11,600, Total $307,900
SERVICE PROVIDED:	Children selected to attend the bilingual center receive full-day instruction in all academic areas; children in the participating schools receive instruction for a portion of each day from a specially qualified auxiliary teacher.
EVALUATION TEAM:	Marion Kaplan, Vivian Price

OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented.

Forty-seven pupils (Grades 4-8) from seven schools attended the Cariño center. They received daily instruction in mathematics, social studies, reading, language arts, and Spanish. In order to meet specific skill needs, pupils were individually rostered. The language of instruction also varied according to pupils' needs; although by May, English predominated.

Auxiliary teachers were assigned to five of the ten participating schools. Four of the schools received full-day service. The other received half-day service. The types of services provided by the teachers were based upon the needs of the individual schools. There were two general patterns of operation for auxiliary teachers. At four schools, auxiliary teachers provided remedial services to groups of two to eight pupils for 30 minutes to one hour daily. At the fifth school, the auxiliary teacher taught a group of 13 first graders for the entire day.

Project screening procedures were used to select pupils for participation in both the Cariño Center and Auxiliary Teacher components.

ATTAINMENT OF OBJECTIVES

Objective 1: Cariño Center pupils will increase their instructional reading levels to the extent that, between September pretest and May posttest, 75% of them will gain at least one book level on a group Informal Reading Inventory.

This objective was considered attained. Although in the strictest sense the criterion for attainment was not met, the intent of the objective was satisfied.

Between the September and May administrations of a group informal reading inventory, 71.7% of the 46 Cariño Center pupils advanced one or more instructional book levels, and their median gain was 2 book levels.

It is likely that the small discrepancy between 71.7% and the intended 75% is attributable to the stringency of the goal statement as it applied to a small number of pupils. The project's success in effecting increased reading achievement is supported by the fact that the majority of pupils gained 2 or more book levels (not the one level that was expected).

Objective 2: Cariño Center pupils will increase in mathematics achievement to the extent that, between September pretest and May posttest, 60% of them will make at least a month-for-month gain in GE levels as measured by the Key Math Diagnostic Arithmetic Test.

This objective was attained.

The Key Math Diagnostic Arithmetic Test was administered to 41 Cariño Center pupils in September and May. The expected minimum month-for-month gain (0.8 GE points) was achieved by 68.3% of the group. Their median gain was 1.0.

Objective 3: Pupils receiving remedial services from the Bilingual Education auxiliary teachers in the feeder schools will improve their achievement in the basic skills to the extent that 60% of the pupils receiving remedial service in mathematics will make at least a month-for-month gain in GE level as measured by the Key Math Diagnostic Arithmetic Test between September pretest and May posttest, and two-thirds of the pupils receiving remedial service in English language skills will master at least one reading book level, as measured by the mastery tests of their basal reader series, by May.

This objective was attained.

Of the 42 pupils receiving remedial mathematics instruction from the auxiliary teachers, 69% gained at least the expected 0.8 points in GE score between the September and May administrations of the Key Math Diagnostic Arithmetic Test. The median gain for the group was 1.2 points.

For the 60 pupils receiving instruction in remedial language skills, results of basal reader series mastery tests, administered in May, indicated that 78% of them mastered one reading book level.

IMPACT

The project was implemented as intended. Objectives for both components were attained. The majority of Carlño Center pupils gained two or more book levels in reading (more than the expected one book level) and their 1.0 year average gain in mathematics exceeded the expected month-for-month gain. The auxiliary teacher component was equally effective in contributing to the mathematics and reading progress of its pupils.

This has been the project's most successful year since its inception. It appears that the staff's efforts, over the past 3 years, in the development of a pupil screening system and in upgrading instruction, are beginning to have an impact on project outcomes.

COMPREHENSIVE MATHEMATICS "A":
ELEMENTARY MATHEMATICS RESOURCE TEACHER
Abstract

ADMINISTRATOR:	Alexander Tobin
HEADQUARTERS:	Room 310, 21st Street and Parkway
TELEPHONE:	299-7811
PBRS CODE:	711-02-523
OPERATING YEARS:	1972-1977
GRADES SERVED:	2-6
NO. OF PUPILS:	44,735
NO. OF SCHOOLS:	110
NO. OF EMPLOYEES:	Professional 113, Paraprofessional 0, Clerical 1
CURRENT BUDGET:	Regular $2,430,100, Summer $6,800, Total $2,436,900
SERVICE PROVIDED:	The mathematics resource teacher gives remedial instruction to groups of selected pupils seriously deficient in mathematics skills, and direction and training to mathematics teachers to implement the school's program and improve teaching skills.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto*, Fleta B. Waters

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OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. The Division of Mathematics Education provided eight hours of staff development during the teaching day at the Durham Center and at district locations. At these sessions, the EMRTs shared their problems, progress, and mathematics-activity ideas. They also learned about teaching techniques and activities for classroom use from guest speakers and district collaborators. EMRTs who were new to the program were provided with additional monthly training sessions on such topics as the Levels approach, program implementation, the EMRT role, and record keeping.

Project records indicated that 112 EMRTs provided remediation services to approximately 6,700 Title-I-eligible pupils in Grades 2-6. They also gave assistance to approximately 3,300 Title-I-eligible pupils through demonstration lessons or small-group instruction in the classroom. Evaluator's interviews with 24 EMRTs indicated that the EMRTs offered staff and curriculum development to classroom teachers, provided diagnoses and prescriptions for individual pupils, and monitored and evaluated pupil progress. Observations during a remediation or demonstration lesson showed that EMRTs emphasized basic skill development. Instruction focused on drill and reinforcement of facts through the use of various instructional materials. EMRTs tended to work with the entire class on the same activity.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating pupils in Grades 2-6 will improve their mathematics skills to the extent that they will demonstrate on the numeration, whole numbers, and fractional numbers sections of the Philadelphia Mathematics Evaluation Test an average gain of two instructional levels during the 10-month school year.

The objective was fully attained. Pupils selected by the EMRTs for remediation sessions were administered the numeration, whole numbers, and fractional numbers sections of the Philadelphia Mathematics Evaluation (Levels) Test in October 1976 and May 1977.

The records of 5,607 pupils in Grades 2-6 were examined. Data from 1,144 pupils could not be utilized because of transfers, dropouts, and missing test results. The remaining 4,463 pupils demonstrated an average gain of 1.6 instructional levels during the 7-month period between pretest and posttest. Extrapolated for a 10-month school year, the average gain of 2.3 levels exceeded the criterion stated in the objective. Pupil achievement did not vary greatly among the grade levels.

Attendance at remediation sessions was related to pupil achievement. The 3,648 pupils who attended at least 75% of their remediation sessions demonstrated an average gain of 1.6 instructional levels in the 7 months. The 815 pupils who attended less than 75% of their remediation sessions showed an average gain of 1.3 levels in the same period.

Objective 2: Participating pupils in Grades 2-6 will improve their mathematics skills to the extent that between February 1976 and February 1977, the percentage of pupils obtaining Total Mathematics scores below the 16th percentile on the California Achievement Test will be reduced by three percentage points.

The objective was fully attained. The Mathematics subtest of the California Achievement Test (CAT) was administered to pupils in February 1977.

The records of 4,463 pupils in Grades 2-6 selected to determine the attainment of Objective 1 were also examined for this objective. The records of an additional 1,912 pupils who had not been invited to remediation sessions were also analyzed. All 6,375 pupils had scored below the 16th percentile in 1976.

In 1977, a significant number of pupils improved their mathematics skills. Overall, 37% of the 6,375 pupils scored at or above the 16th percentile on the CAT.

Attendance at remediation sessions was related to pupil achievement. Among the 3,648 pupils who attended at least 75% of their remediation sessions, 1,544 pupils scored at or above the 16th percentile. This reduced by 42% the number of pupils scoring below the 16th percentile in 1976. Among the 815 pupils who

attended less than 75% of their remediation sessions, the number of pupils scoring below the 16th percentile was reduced by 36%. Among the 1,912 pupils not selected for remediation sessions, the reduction was 27%. In each of the groups, the largest percentage of reduction in number of pupils scoring below the 16th percentile was demonstrated by second graders followed by third, fifth, and sixth graders. The smallest percentage of reduction was demonstrated by fourth graders.

IMPACT

Comprehensive Mathematics "A" was fully implemented as planned. The EMRTs provided remediation sessions to selected Title-I-eligible pupils, staff and curriculum development to the regular mathematics teachers of these pupils, and diagnoses and programs of instruction for individual pupils.

Attendance at remediation sessions had a positive impact on pupil achievement. On the numeration, whole numbers, and fractional numbers section of the Philadelphia Mathematics Evaluation Test, pupils who attended at least 75% of their remediation sessions demonstrated an average gain of 1.6 instructional levels in 7 months. Pupils who attended less regularly demonstrated an average gain of 1.3 instructional levels. Pupils who attended their remediation sessions regularly demonstrated a 42% reduction in the number of pupils scoring below the 16th percentile on the Mathematics subtest of the California Achievement Test; a 36% reduction was demonstrated among pupils attending less than 75% of their remediation sessions. A 27% reduction was demonstrated among pupils not invited to remediation sessions.

COMPREHENSIVE MATHEMATICS "B":
JUNIOR HIGH/MIDDLE SCHOOL MATHEMATICS SPECIALIST
Abstract

ADMINISTRATOR: Alexander Tobin
HEADQUARTERS: Room 310, 21st Street and Parkway
TELEPHONE: 299-7811
PBRS CODE: 711-03-523
OPERATING YEARS: 1975-1977
GRADES SERVED: 7-9
NO. OF PUPILS: 6,000
NO. OF SCHOOLS: 24
NO. OF EMPLOYEES: Professional 25, Paraprofessional 0, Clerical 1
CURRENT BUDGET: Regular $518,700, Summer $8,100, Total $526,800
SERVICE PROVIDED: A mathematics specialist provides staff development to teachers, remediation to eligible pupils, and leadership in implementing the school's mathematics program.
EVALUATION TEAM: Arnold Escourt, Carrolyn Iwamoto*, Fleta B. Waters

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OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. The Division of Mathematics Education provided 10 two-hour staff development sessions during the school year. At these sessions, the mathematics specialists listened to guest speakers, and learned about teaching techniques and activities for classroom use.

Examination of the weekly schedules of 21 specialists showed that they had allotted 54-61% of their time for remediation, 18-32% for staff development, and 11-25% for diagnosing problems and prescribing programs of instruction. At the beginning of the school year, the number of pupils selected from Title I reading classes for mathematics remediation ranged from 185 to 255. In one school, remediation sessions were provided for concentrated periods such that pupils received 28 to 35 sessions over a span of either seven or 14 weeks. In another school, remediation was provided weekly till February. Since February, pupils were served daily for a period of three weeks. In the remaining 21 schools, remediation was provided weekly.

The evaluator interviewed 16 specialists and observed the remediation lessons of 15 of the 23 mathematics specialists. The specialists reported that they had offered staff development to classroom teachers, provided diagnoses and prescriptions for individual pupils, and provided remediation to selected pupils. In 15 of the 16 schools visited, pupils were released from one of their five Title I reading classes for mathematics remediation. In the one school, weekly remediation was scheduled during science or social studies classes. The Levels approach to mathematics was introduced in nine schools. In general, the specialists emphasized computational skills in their lessons.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating pupils in Grades 7-9 who have attended at least 75% of their regular mathematics classes and at least 75% of their remediation sessions will improve their mathematics skills to the extent that they will demonstrate during the 10-month school year a median gain of at least two levels on the Philadelphia Mathematics Evaluation Test.

Attainment of this objective could not be determined because the Philadelphia Mathematics Evaluation Test was not available for administration to pupils in Fall, 1976.

Objective 2: Participating pupils in Grades 7-9 who have attended at least 75% of their regular mathematics classes and at least 75% of their remediation sessions will improve their mathematics skills to the extent that between February 1976 and February 1977, the percentage of pupils scoring below the 16th percentile on the Mathematics Computation section of the California Achievement Test will be reduced by three percentage points.

The objective was fully attained. The Mathematics Computation section of the California Achievement Test (CAT) was administered to pupils in Title I schools in February 1977.

The records of 4,736 pupils in Grades 7-9 were examined. Data from 1,349 pupils could not be utilized because of transfers, dropouts, and missing test results. The records of the remaining 3,387 pupils were used to determine pupil achievement between February 1976 and February 1977. All 3,387 pupils had scored below the 16th percentile on the CAT in 1976.

Overall, a significant number of pupils improved their computational skills. Of the 3,387 pupils, 24% scored at or above the 16th percentile in 1977.

Pupil achievement was related to attendance at regular mathematics classes and at remediation sessions. Among the 1,913 pupils who attended at least 75% of their regular mathematics classes and 75% of their remediation sessions, 563 scored at or above the 16th percentile in 1977. This reduced by 29% the number of pupils scoring below the 16th percentile in 1976. The expected percentage was greatly exceeded.

Achievement was less for the remaining groups of pupils. Among the 146 pupils who attended at least 75% of their remediation sessions but less than 75% of their regular mathematics classes, 25% scored at or above the 16th percentile. Among the 828 pupils who attended less than 75% of their remediation sessions but at least 75% of their mathematics classes, 19% scored at or above the 16th percentile. Among the 500 pupils who attended neither remediation sessions nor their mathematics classes regularly, 12% scored at or above the 16th percentile.

Objective 3: The mathematics specialist teachers will spend 60% of their rostered time tutoring selected Title-I-eligible pupils in groups not to exceed 15, as indicated by project records and by the evaluation team's observations made with the Observational Checklist.

The objective was fully attained. For attainment of this objective, the mathematics specialists were to use at least 16 of their 28 rostered periods for remediation. The weekly schedules of 21 of the 23 specialists were submitted in October. Examination of these schedules indicated that 20 specialists had allotted at least 16-18 periods each week for remediation. One specialist had allotted 15 periods for remediation. However, all Title-I-eligible pupils who could be scheduled were served in this school.

Using the Observational Checklist, 16 specialists were interviewed. They reported using their 15-18 tutoring periods to provide remediation sessions to pupils in groups of 6 to 16. Because fewer than 15 pupils often attended their remediation sessions, some specialists invited more than 15 pupils to maximize their services. Attendance at the classes observed ranged from 6-14 pupils.

IMPACT

Comprehensive Mathematics "B" was fully implemented as planned. The mathematics specialists provided remediation sessions to selected Title-I-eligible pupils, staff and curriculum development to the regular mathematics teachers of these pupils, and diagnoses and programs of instruction for individual pupils.

The project was able to improve the computational skills of Title-I-eligible pupils in Grades 7-9. Attendance at regular mathematics classes and at remediation sessions had a positive impact. Among the pupils who attended at least 75% of their regular mathematics classes and 75% of their remediation sessions, 29% scored at or above the 16th percentile on the Mathematics Computation section of the California Achievement Test (CAT).

COMPREHENSIVE MATHEMATICS "C":
SENIOR HIGH SCHOOL MATHEMATICS SPECIALISTS AND SKILL CENTERS

Abstract

ADMINISTRATOR:	Alexander Tobin
HEADQUARTERS:	Room 310, 21st Street and Parkway
TELEPHONE:	299-7811
PBRS CODE:	711-04-523
OPERATING YEARS:	1975-1977
GRADES SERVED:	10-12
NO. OF PUPILS:	6,600
NO. OF SCHOOLS:	11
NO. OF EMPLOYEES:	Professional 22, Paraprofessional 11, Clerical 0
CURRENT BUDGET:	Regular $570,000, Summer None, Total $570,000
SERVICE PROVIDED:	Specialists: Mathematics specialists provide remediation to eligible pupils enrolled in 10th-grade mathematics classes and staff development to their mathematics teachers. Skill Centers: In skill centers, teachers and aides provide remediation in basic mathematics skills to eligible pupils who have completed the 10th-grade mathematics program.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto*, Fleta B. Waters

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OBSERVED ACTIVITIES

The two components of the Senior High School Mathematics project were fully implemented according to their planned mode of operation. The Division of Mathematics Education provided 20 hours of staff development to mathematics specialists, skill-center teachers, and skill-center aides during the school year. At these sessions, the project teachers and aides shared their problems and progress, and learned about teaching techniques and activities for classroom use.

Specialists

In groups of no more than 15, Title-I-eligible pupils enrolled in general mathematics and Title I reading classes were selected for remediation. The number of pupils served by the specialists ranged from 82 to 225 (maximum). In one school, remediation was provided daily for a period of three weeks. In the remaining 11 schools, remediation was provided weekly.

The evaluator interviewed all 12 mathematics specialists and observed them teach a remediation lesson. Small group instruction was provided in one class, individualized instruction was provided in five classes, and whole group instruction was provided in six classes. All specialists emphasized the development of computational skills.

The evaluator also interviewed, and observed 12 regular 10th-grade mathematics classes in six schools. In all 12 classes, the "Mathematics for Today" workbook was used. Teachers reported providing supplemental instruction in computational skills, because their pupils lacked the skills necessary to use the text.

Skill Centers

In groups of no more than 15, pupils who had completed the 10th-grade mathematics program of their school and who were rostered to Title I reading classes, were selected for remediation. The number of pupils selected ranged from 129 to 375 (maximum). In some schools, 10th-grade pupils were selected because they had previously completed the 10th-grade program.

The evaluator interviewed all 11 skill-center teachers and observed them during a remediation session. Nine teachers provided individualized instruction while two teachers instructed the entire class on common areas of weaknesses. All emphasized the development of computational skills. Skill-center aides were observed performing clerical work, marking papers, filling in records, storing and organizing instructional materials, and assisting individual pupils.

ATTAINMENT OF OBJECTIVES

Specialists

Objective 1: Participating pupils in 10th-grade mathematics classes who attended at least 70% of the regular 10th-grade mathematics classes and at least 70% of the scheduled remediation sessions will improve their mathematics skills to the extent that between February 1976 and February 1977, the percentage of pupils scoring below the 16th percentile on the Mathematics Computation section of the California Achievement Tests will be reduced by three percentage points.

The objective was fully attained. The Mathematics Computation section of the California Achievement Test (CAT) was administered to pupils in Title I schools in February 1977.

The records of 2,341 pupils in Grades 9-12 enrolled in 10th-grade mathematics classes were examined. Data from 1,207 pupils could not be utilized because of transfers, drop-outs, and missing test results. The records of the remaining 1,134 pupils were used to determine pupil achievement between February 1976 and February 1977. All 1,134 pupils had scored below the 16th percentile on the CAT in 1976.

Overall, a significant number of pupils improved their computational skills. Of the 1,134 pupils, 14% scored at or above the 16th percentile in 1977.

Pupil achievement was related to attendance at regular mathematics classes and at remediation sessions. Among the 379 pupils who attended at least 70% of their regular mathematics classes and 70% of their remediation sessions, 88 scored at or above the 16th percentile in 1977. This reduced by 23%, the number of pupils scoring below the 16th percentile in 1976. The expected percentage was greatly exceeded.

Among the 444 pupils who attended at least 70% of their regular mathematics classes but less than 70% of their remediation sessions, the number of pupils scoring below the 16th percentile was reduced by 13%. The same percentage was achieved among the 23 pupils who attended less than 70% of their regular mathematics classes but more than 70% of their remediation sessions. The smallest reduction, 3%, was shown among the 288 pupils who attended neither mathematics classes nor remediation sessions on a regular basis.

Objective 2: Tenth-grade mathematics specialist teachers will spend 15 periods per week tutoring selected Title-I-eligible pupils as indicated by project records and by the evaluation team's observations made with the Observational Checklist.

The objective was fully attained. Examination of the weekly schedules of 10 of the 12 mathematics specialists, submitted in October, showed that they had allotted 15 (60%) of their rostered time for remediation. Interviews with all 12 specialists indicated that they were using 15-16 periods each week to provide remediation to small groups of pupils.

Objective 3: Selected Title-I-eligible pupils will be scheduled to a minimum of one tutoring period each week in groups not to exceed 15, as indicated by project records and by the evaluation team's observations made with the Observational Checklist.

The objective was fully attained. The records used to determine the attainment of objective 2 were also examined for this objective. Title-I-eligible pupils enrolled in general mathematics and Title I reading classes were selected for remediation in groups of no more than 15. Interviews with all 12 mathematics specialists indicated that remediation was offered at least once a week to pupils in groups of 2 to 15. Attendance at the sessions observed ranged from 2 to 11 pupils.

Skill Centers

Objective 4: Participating pupils in the 11th and 12th grades who attended at least 70% of the scheduled remediation sessions will improve their mathematics skills to the extent that between February 1976 and February 1977, the percentage of pupils scoring below the 16th percentile on the Mathematics Computation section of the California Achievement Tests will be reduced by three percentage points.

The objective was fully attained. The Mathematics Computation section of the California Achievement Test (CAT) was administered to pupils in Title I schools in February 1977.

The records of 2,868 pupils in Grades 10-12 were examined. Data from 1,371 pupils could not be utilized because of transfers, drop outs, and missing test results. The records of the remaining 1,497 pupils were used to determine pupil achievement between February 1976 and February 1977. All 1,497 pupils had scored below the 16th percentile on the CAT in 1976.

Overall, a significant number of pupils improved their computational skills. Of the 1,497 pupils, 15% scored at or above the 16th percentile in 1977.

Pupil achievement was related to attendance at remediation sessions. Among the 714 pupils who attended at least 70% of their remediation sessions, 159 scored at or above the 16th percentile in 1977. This reduced by 22% the number of pupils scoring below the 16th percentile in 1976. The expected percentage was greatly exceeded.

Among the 783 pupils who attended less than 70% of their remediation sessions, 63 scored at or above the 16th percentile in 1977. Thus, the number of pupils scoring below the 16th percentile was reduced by 8%.

Objective 5: The Mathematics Skill-Center teachers will spend 25 periods per week tutoring selected Title-I-eligible pupils as indicated by project records and by the evaluation team's observations made with the Observational Checklist.

The objective was fully attained. The weekly schedules of nine of the 11 skill-center teachers, submitted in October, were examined. Interviews with all 11 skill-center teachers indicated that 10 teachers were using 25 periods each week to provide remediation to small groups of pupils. All eligible pupils who could be scheduled were served in the one school providing fewer than 25 periods of remediation each week.

Objective 6: Selected Title-I-eligible pupils will be scheduled to a minimum of one tutoring period each week in groups not to exceed 15, as indicated by project records and by the evaluation team's observations made with the Observational Checklist.

The objective was fully attained. The records used to determine the attainment of objective 5 were also examined for this objective. Title-I-eligible pupils who had completed the 10th-grade general mathematics course and who were enrolled in Title I reading classes were selected for remediation in groups of no more than 15. Interviews with all 11 skill-center teachers indicated that remediation was offered at least once a week to pupils in groups of 2-15. Attendance at the sessions observed ranged from 1-9 pupils.

IMPACT

Both components of the Senior High School Mathematics project were fully implemented. Mathematics specialists provided remediation to selected pupils enrolled in 10th-grade mathematics classes and staff development to their mathematics teachers. Skill-center teachers and aides provided remediation to pupils who had completed the 10th-grade mathematics course.

The project was able to improve the computational skills of Title-I-eligible pupils in Grades 9-12. Attendance at regular mathematics classes and at remediation sessions had a positive impact. In the 10th-grade Mathematics Specialists program, 23% of the pupils who had attended at least 70% of their regular mathematics classes and 70% of their remediation sessions were able to score at or above the 16th percentile on the Mathematics Computation section of the California Achievement Test (CAT). In the Skill Centers program, 22% of the pupils who had attended at least 70% of their remediation sessions scored at or above the 16th percentile on the CAT.

COMPREHENSIVE MATHEMATICS "D": ACTIVITY-CENTERED MATHEMATICS FOR RETARDED EDUCABLE CHILDREN

Abstract

ADMINISTRATOR:	Alexander Tobin
HEADQUARTERS:	Room 310, 21st Street and Parkway
TELEPHONE:	299-7811
PBRS CODE:	711-05-523
OPERATING YEARS:	1972-1977
GRADES SERVED:	Retarded Educable
NO. OF PUPILS:	720
NO. OF SCHOOLS:	22
NO. OF EMPLOYEES:	Professional 1, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	Regular $25,700, Summer $5,100, Total $30,800
SERVICE PROVIDED:	Regular teachers of retarded educable children receive training in the teaching of mathematics emphasizing individualized instruction, hands-on activities, and innovative instructional materials.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto*, Fleta B. Waters

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OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. All 21 teachers selected for participation during the current year had been previous participants. The project coordinator provided intensive service (21-25 visits each) to 11 teachers and less intensive service (5-8 visits each) to the other 10 teachers. The coordinator was also available for assistance as needed to 21 teachers. Assistance was provided through classroom demonstrations, observations, loan of resource materials, training in classroom management techniques, instruction in the use of materials, and testing of pupils. Individual conferences with teachers were held for the purpose of providing diagnoses and prescriptions for individual pupils.

The evaluator interviewed, and observed for one class period seven teachers who had received intensive service and three teachers who had received less intensive service. Class sizes ranged from 7 to 18 pupils, and attendance ranged from 6 to 14 pupils. In general, the teachers were providing basic mathematics-skill instruction through an activity-oriented teaching approach. Instruction emphasized development and reinforcement of facts, through the use of various types of materials. In general, the entire class worked as a group on the same teacher-selected activity.

ATTAINMENT OF OBJECTIVES

Objective 1: Pupils of teachers who recieve regular service from the project will improve their mathematics skills to the extent that they will achieve a median gain at the rate of five months in total grade equivalent (GE) score on the KeyMath Diagnostic Arithmetic Test during a 10-month school year.

The objective was fully attained. The KeyMath Diagnostic Arithmetic Test was administered in October 1976 and May 1977 to 192 pupils taught by 21 project participants. During the year, 13 pupils entered regular class, 29 transferred to another school or special education class, and 11 were not tested for other reasons.

The median gain in total GE score was 0.5 (5 months) in the seven months between pretest and posttest. Extrapolated for a 10-month school year, the median gain was 0.7 GE.

Overall, the 160 pupils in elementary retarded educable (REE) classes showed greater progress than the 32 pupils in secondary retarded educable (RES) classes. The median gain was 6½ months among the younger pupils and 3 months among the older pupils. The younger pupils of teachers who received intensive service from the project coordinator showed more progress (7 months) than pupils of teachers who had received less intensive service (5 months). However, the 24 older pupils of this first group of teachers showed less progress (3 months) than the 8 pupils of the second group of teachers (8½ months).

Objective 2: At least 50% of the participating teachers will maintain or improve their attitudes toward the teaching of mathematics as measured by the Yoa-Ayrer-Tobin (YAT) Attitude-Toward-Mathematics Scale administered in the fall and spring.

The objective was fully attained. The YAT attitude scale was administered to 21 teachers in October 1976 and May 1977. Eleven (52%) teachers improved or maintained their positive attitudes toward the teaching of mathematics.

IMPACT

Comprehensive Mathematics "D" was fully implemented and was successful in improving the basic mathematics skills of retarded educable pupils, ages 5 to 17. Pupils showed a median gain of 0.5 (5 months) in total GE score on the KeyMath Diagnostic Arithmetic Test in the 7 months between pretest and posttest. As expected, pupils in elementary retarded educable classes showed a greater rate of progress than pupils in secondary retarded educable classes.

Participating teachers improved or maintained their positive attitudes toward the teaching of mathematics.

AIDE SERVICES
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	("A") Frances Becker (Kindergarten Aides) Leontine Scott (Aides in Grades 1-3)
	("B") Charles McLaughlin (Parent Aides)
HEADQUARTERS:	("A") Room B-14, 21st Street and Parkway Room 510, 21st Street and Parkway
	("B") 2901 W. Allegheny Avenue
TELEPHONE:	("A") 299-7934, 299-7659
	("B") BA 5-1914
PBRS CODE:	("A") 711-01-506, 711-02-518
	("B") 711-06-613
OPERATING YEARS:	1966-1977
GRADES SERVED:	("A") K-3, ("B") K-8
NO. OF PUPILS:	("A") 4,907, ("B") 8,800
NO. OF SCHOOLS:	Public 29, Nonpublic 49
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 277, Clerical 4
CURRENT BUDGET:	("A") Regular $600,000, Summer None, Total $600,000
	("B") Regular $762,300, Summer None, Total $762,300
SERVICE PROVIDED:	("A") K-3 Aides: Aides provide assistance to teachers, thus increasing the adult/pupil ratio and facilitating individualization of instruction and adult-pupil social interaction.
	("B") Parent Aides: Parents are employed 20 hours per week in nonpublic schools and assigned to classes to assist eligible pupils in reading and mathematics.
EVALUATION TEAM:	Thomas J. Clark, Robert Reiter, Ethel K. Goldberg, Stuart Hoffman, Joseph Meade

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OBSERVED ACTIVITIES

The Aide Services project is composed of two parts: K-3 Aides and Parent Aides. Both components of the project were found to be fully implemented.

("A") K-3 Aides

The evaluation of kindergarten aides included individual observations of and interviews with 14 aides and interviews with their associated teachers. Evaluation data on aides in grades one to three were gathered from observations of and interviews with 23 aides and interviews with their associated teachers. The aides spent most of their time providing instructional, physical, and socio-emotional service to individuals and small groups of Title I pupils, mainly

in reading and mathematics. Most kindergarten aides worked with four classes each week, while most aides in grades one to three served two to three classes per week.

Observations showed K-3 aides performing instructional and noninstructional activities in line with the project's objectives. Interviews with teachers indicated a high need for and satisfaction with the aides' assistance in classroom instructional tasks.

Kindergarten aides received consultative and staff-development services provided by district kindergarten supervisors. Aides in grades one to three were assisted by an ongoing staff-development program, which included 16 periodic visits by the training coordinator and eight workshops covering the areas of math and reading instructional methods and materials, and affective education techniques.

("B") Parent Aides

With the support of three consulting supervisors, the 220 parent aides worked in their respective nonpublic schools four hours a day, five days a week. Although their assignments ranged from prekindergarten to Grade 9, most of the aides worked with pupils in Grades 1-3. They assisted small groups or individuals either in the regular classroom or elswhere in the school building. They worked either with one grade in more than one basic skill subject or in one subject with more than one grade. At one school with two classes per grade, three aides were scheduled to work in the same subject with the same grade at the same time; this arrangement permitted considerable flexibility in grouping and regrouping pupils with differing and changing needs.

Under the direction of the regular classroom teacher, parent aides worked primarily in reading and/or mathematics, conducting drills, supervising pupils' completion of assignments, scoring work sheets, recording pupil progress, directing learning-games, conferring with pupils, and/or helping to prepare manipulable aids to learning. Observations and interviews by an evaluator revealed impressive diligence and devotion in the parent aides and enthusiastic appreciation of their services by teachers and principals.

ATTAINMENT OF OBJECTIVES

("A") K-3 Aides

Objective 1: Efficient use of the aides' time will be maintained by the teachers so that aides will spend (a) at least 60% of their time providing instructional, physical, or socio-emotional services to individuals (one or two children) or small groups (from three to seven children), (b) not more than 20% of their time in clerical tasks (e.g., grading, record keeping), and (c) not more than 20% of their time in such tasks as housekeeping and other activities. This will be verified by observations made by members of the evaluation team using the Observational Checklist and interviews with aides and teachers.

This objective was fully attained. Overall, kindergarten and classroom (grades 1-3) aides spent an average of 91% of their time providing instructional, physical, or socio-emotional services to individuals or small groups of children, 3% of their time in clerical tasks, and 6% of their time in housekeeping tasks and other activities. Although slight variations were noted between kindergarten and classroom aides in the amount of time spent on clerical, housekeeping and other activities, each group spent the same amount of time in providing direct services to pupils (91%).

Objective 2: Aides in Grades 1-3 will be assigned to work with not more than three classes each week and kindergarten aides will be assigned to work with not more than four classes each week as indicated by observations by the evaluation team using the Observational Checklist.

This objective was considered attained. One hundred percent of the kindergarten aides observed were assigned to work with not more than four classes each week, completely meeting the objective.

Ninety-one percent of the classroom aides observed met the objective by being assigned to work with not more than three classes. Nine percent (or 2 aides at one school) served four classes. Project staff acted to correct these cases.

("B") Parent Aides

Objective 3: During the school year, the presence of parent school aides in classrooms of participating schools will facilitate small-group and individualized instruction of Title I-eligible pupils in basic academic skill areas (reading, language arts, mathematics) as determined by systematic observations of parent-aide classrooms by an evaluation team using the Learning Environment Checklist. The following will be expected: (a) with respect to classroom grouping arrangements, pupils will be working in small groups (2-10 pupils) and/or as individuals during at least 60% of observed time; (b) with respect to the level of instructional differentiation, in less than 10% of observed time will all pupils be working on the same assignment; (c) with respect to the role of the teacher, in at least 20% of observed time teachers will be actively guiding and/or assisting groups or individuals; (d) with respect to the activities of the aides, at least 15% of observed time will be devoted to supervising and/or assisting individual pupils.

This objective was fully attained. The evaluation team systematically visited and observed 52 classes having parent-aide service in a stratified random sample of 12 participating schools. Of the 52 observed aides, 14 were working in the same classroom as the teacher and 38 were working elsewhere in the school building.

The recorded observations revealed the following: (a) pupils were working individually or in small groups (2-10 pupils) during 81% of the time (at least

60% was expected); (b) during only 5% of the time were all pupils working on the same assignment (less than 10% was expected); (c) teachers were working actively and directly with less than half the pupils in the class during 74% of the time (at least 20% was expected); and (d) the parent aides were working with individual pupils during 52% of the time (at least 15% was expected).

The expected percentages were surpassed in both settings where aides worked in the classroom and where they were located elsewhere. The difference between settings was most notable in respect to the percentage of time the aide was observed working with individual pupils: in the classroom it was 64%; elsewhere it was 47%.

IMPACT

Both components of the Aide Services project -- K-3 Aides and Parent Aides -- were fully implemented in accordance with their planned modes of operation. All three objectives, mostly emphasizing direct, meaningful service to individuals and groups of pupils, were attained.

Evaluators' observations and interviews (formal and informal) with teachers and principals indicated that the aides greatly enhanced the learning process by facilitating individualized and small-group instruction in basic skills. Statements by teachers and principals indicated that the services of the aides were highly regarded.

Aides in both public and nonpublic schools were observed to spend most of their time in direct service to, and in instructional activities with pupils. Beyond their direct assistance to individual pupils, aides enabled teachers to give attention to smaller numbers of pupils, to avoid assigning the same learning activity to the entire class, and to encourage pupils to work individually or in small groups.

Teachers and administrators found aides to be of great help to them and their classes because of the aides' professionalism, experience, and responsible work habits.

DISTRICT 1 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Verneta Harvey
HEADQUARTERS:	Locke School
TELEPHONE:	EV 6-8540
PBRS CODE:	711-02(03,04,05)-571
OPERATING YEARS:	1970-1977
GRADES SERVED:	K-12
NO. OF PUPILS:	23,477
NO. OF SCHOOLS:	30
NO. OF EMPLOYEES:	Professional 13, Paraprofessional 166, Clerical 3
CURRENT BUDGET:	Regular $722,800, Summer None, Total $722,800
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM:	Sharon Rose, Judith Zernik

OBSERVED ACTIVITIES

During the 1976-1977 school year, whenever possible, the District One reading program continued to reflect the priorities and resources of previous years. This continuity is especially apparent at the elementary grades. At the secondary grades, however, fewer students were defined as being eligible for Title One service as the criterion was reduced from the thirty-third to the twenty-fifth percentile in Total Reading on the California Achievement Test. The program was particularly affected by the loss of Reading Aides at the secondary schools and the reallocation of other resources. The number of aides at elementary schools was also reduced in some cases. Schools recruited additional parent and other adult volunteers to supplement the efforts of the remaining Aides and Parent Scholars. Interns and others from college reading programs were also serving students within the district.

Most reading vacancies are now filled with assigned, rather than substitute, teachers. Also the new reading teachers at the secondary levels who were previously elementary teaches have now benefited from a years experience at the higher level.

Schools continued their practice of keeping notebooks containing school reading plans, the Title I reading instruction schedule, lists of elibible students with their test scores and attendance, Title I staff development schedules, pupil competences, and lists of appropriate materials.

Materials were added, wherever possible, at elementary and secondary schools to expand the Title I activities available to teachers and students. In some cases, however, it was reported that these materials arrived well into the school year.

At the secondary level, with the identification of eligible students carried out during the spring of the previous year, additional diagnostic tests were able to be administered at the beginning of this school year. Last year the time was used to determine the eligibility of those students.

The District Research Team observed reading activities at each of the Title I schools. Both classrooms and reading centers were visited and the Language Skills Teachers were interviewed in order to ascertain the nature of the reading activities at each location.

ATTAINMENT OF OBJECTIVES

Objective 1: After instruction in reading readiness skills from October, 1976 to February, 1977, the frequency distribution of kindergarten pupils on the Environmental subtest of the SESAT will exceed the national norm frequency distribution.

This objective was not attained. The national average was the 50th percentile, while the District One average was the 44th percentile.

Objective 2: After a year's instruction in vocabulary and comprehension skills, Title I pupils in the primary grades will improve their Total Reading scores on the 1977 California Achievement Test by an average of 10 percentile points.

This objective was not attained. In 1976, the national percentile rank for grade one was 56, while in 1977 the national percentile rank was 54. The national percentile rank for grade two was 54 in 1976 and 53 in 1977. Grade three's national percentile rank remained at 35 for both years.

Objective 3: After a year of sustained instruction in comprehension skills, the percentage of primary pupils scoring below the 50th percentile on the Comprehension subtest of the 1977 California Achievement Test will decrease by 5%.

This objective was not attained. Grade one had 29% of its pupils below the 50th percentile in 1976, and 27% in 1977. Grade two had 3% more pupils below the 50th percentile in 1977 than in 1976 (from 46% to 49%). Grade three's percentage of pupils below the 50th percentile remained at 60%.

Objective 4: After one year's instruction in vocabulary and comprehension skills, the number of intermediate students who scored below the 50th percentile on the Total Reading subtest of the California Achievement Test will decrease by 5% as determined by the Total Reading score on the 1977 California Achievement Test.

This objective was not attained. In 1976, 65% of grade four pupils were below the 50th percentile, dropping to 64% in 1977. The percentage of grade five pupils below the 50th percentile remained at 72% for both years. The percentage of grade six pupils scoring below the 50th percentile was 73% in 1976 and 74% in 1977.

Objective 5: After one year's instruction in vocabulary and comprehension skills, the number of intermediate students who scored below the 50th percentile on the Total Reading subtest of the California Achievement Test will decrease by 5% as determined by the Total Reading score on the 1977 California Achievement Test.

This objective was not attained. Grade seven pupils scoring below the 50th percentile decreased from 82% in 1976 to 78% in 1977. In grade eight the number of pupils below the 50th percentile increased form 79% in 1976 to 81% in 1977. In grade nine the number increased from 79% in 1976 to 83% in 1977.

Objective 6: After one year's instruction in vocabulary skills, the students in the Title I Reading Program will increase their scores on the Vocabulary subtest of the 1977 California Achievement Test by an average of 5 percentile points.

This objective was not attained. The median score for grade seven pupils was at the 26th percentile in 1976 and increased to the 29th percentile in 1977. In 1976, the average eighth grade pupil scored at the 26th percentile, dropping to the 25th percentile in 1977. The median score for grade nine pupils was at the 23rd percentile in 1976, decreasing to the 20th percentile in 1977.

Objective 7: As a result of one year of instruction in vocabulary and comprehension skills involving the students who scored below the 16th percentile on the California Achievement Test administered in 1976, there will be a 5% reduction in the percentage of students scoring below the 16th percentile in the Vocabulary and Comprehension subtests of the 1977 California Achievement Test.

This objective was not attained in either the Vocabulary or the Comprehension subtests. The percentage of grade ten pupils scoring below the 16th percentile on the Vocabulary subtest decreased from 49% in 1976 to 44% in 1977. Grade eleven pupils scoring below the 16th percentile remained constant at 61%. Fifty-six percent of grade twelve pupils were below the 16th percentile in 1976, dropping to 53% in 1977.

On the comprehension subtest, 39% of grade ten pupils were below the 16th percentile in 1976, decreasing to 36% in 1977. Fifty-four percent of grade eleven pupils were below the 16th percentile in 1976, increasing to 56% in 1977. Forty-nine percent of grade twelve pupils were below the 16th percentile in comprehension in 1976, decreasing to 46% in 1977.

Objective 8: As a result of one year of instruction in vocabulary and comprehension skills there will be a 2% increase in the percentage of students who scored between the 16th and 32nd percentile on the Vocabulary and Comprehenison subtests of the 1976 California Achievement Test when compared with the scores made on the same subtest in 1977.

This objective was partially attained. The percentage of grade ten pupils who fell between the 16th and 32nd percentile on the Vocabulary subtest increased from 24% in 1976 to 29% in 1977. Grade eleven pupils scoring between the 16th and 32nd percentile remained constant at 19%. Thirty-six percent of grade twelve pupils were in the 16th to 32nd percentile range in 1976. This figure decreased to 26% in 1977.

On the Comprehension subtest, 33% of grade 10 pupils were in the 16th to 32nd percentile range in 1976. This figure increased to 35% in 1977. Thirty percent of all grade eleven pupils scored in the 16th to 32nd percentile range in 1976, which decreased to 26% in 1977. The percentage of grade twelve pupils in the 16th to 32nd percentile range was 25%, and increased to 30% in 1977.

Objective 9: As a result of one year of instruction in vocabulary and comprehension skills, there will be at least a 3% increase in the percentage of students who scored above the 32nd percentile on the Vocabulary and Comprehension subtests of the California Achievement Test administered in 1977 when compared with the scores of the same subtests on the 1976 California Achievement Test.

This objective was not attained. On the vocabulary subtest, 87% of the pupils scored above the 32nd percentile in 1976, and decreased to 73% in 1977. Eighty-one percent scored above the 32nd percentile in 1976, and 80% in 1977. Seventy-six percent of grade twelve pupils were above the 32nd percentile in 1976, and 78% in 1977.

On the Comprehension subtest the percentage of grade ten pupils scoring above the 32nd percentile decreased from 73% in 1976 to 71% in 1977. The percentage remained at 78% for grade eleven. Seventy-four percent of grade twelve pupils scored above the 32nd percentile in 1976, and increased to 76% in 1977.

IMPACT

The Reading Program in District One continued to utilize the services and materials implemented in previous years. The District Reading team and the reading teachers attempted to address the specific needs of all pupils by increased staff development for professional and paraprofessional reading personnel.

Although the objectives were not met, some improvement was evidenced in grades one, seven, ten, and twelve. Grades three, five and eleven maintained their 1976 progress. The remaining grades failed to maintain their achievement of former years.

DISTRICT 2 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Michael N. Iannelli
HEADQUARTERS:	Drexel School
TELEPHONE:	299-7205
PBRS CODE:	711-02(03,04,05)-572
OPERATING YEARS:	1970-1977
GRADES SERVED:	K-12
NO. OF PUPILS:	18,386
NO. OF SCHOOLS:	32
NO. OF EMPLOYEES:	Professional 8, Paraprofessional 109, Clerical 3
CURRENT BUDGET:	Regular $621,500, Summer $7,400, Total $628,900
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM:	James E. Scheib, James P. Comerford

OBSERVED ACTIVITIES

The District Two Reading Project was implemented in accordance with the district's reading plan. Title I resources were alloted to personnel, supplementary materials, and staff-development serving Title I students in 32 Title I eligible schools. Project supportive staff at the district level were serving all District Two Title I eleigible schools. Aide service provided to classroom teachers was increased from two to three hours per week. The number of aides employed was maintained over the previous year. The District Two sponsored Computer Assisted Instruction program was terminated. A new reading approach using the Reading for Content Series Americana Collection was piloted at the Peirce and Smith Schools. Schools reported that Title I materials (although ordered according to schedule) were not received until late January through April 1977.

On the elementary level, the previously vacant position of Elementary Language Arts Supervisor was filled in September 1976. Three consulting teachers for Title I schools completed their first full year with the District Reading team. As a result, staff-development activities increased over the previous year. Staff development sessions on the use of Criterion Referenced tests were held for reading teachers, school principals, and each school's faculty. The elementary and secondary Language Arts Supervisors and one reading teacher made video presentations as part of the Parent Partnership Program. The kindergarten, elementary and secondary supervisors plus the three consulting teachers participated in both district and school Parent Partnership workshops. The entire district reading team participated in a workshop for the District Two Home and School Association.

A workshop was given for all District Two reading aides. A reading-writing workshop for principals and reading teachers was conducted by Dr. Arthur Heilman of Pennsylvania State University. A resource center for reading teachers (The Christine Bottiglieri Resource Center) was reorganized and opened for teacher use. Activity booklets on capitalization and punctuation have been prepared and disseminated for teacher use. A creative writing contest was held in which entries came from all elementary schools. Each contestant received an award for participation. A Title I newsletter has been prepared for dissemination among District Two Title I schools. The Kelley School implemented a reading skills center.

In kindergarten classes, the Santa Clara Inventory of Developmental Tests was administered to screen for possible learning disabilities and to prescribe remediation for those children showing weaknesses in particular areas tested. Title I kindergarten aide service, allotted through the Division of Early Childhood Education, has been eliminated in all but seven schools.

On the secondary level, the Language Arts supervisor reported an increase in the use of individualized teaching techniques in Title I reading classes. A reading skills center was implemented at Vaux Junior High School. Pupils were placed in Title I reading classes via CAT results, class sizes were maintained at a maximum of 20 students, and teachers of reading were employed.

Individual children were identified for Title I services according to CAT results. The office of Federal Programs provided the maximum number of Title I children to be served in elementary and secondary schools. Placement reports (CAT scores and Secondary Reading check scores) of incoming junior and senior high pupils were provided for secondary schools.

District tests were administered in the fall to pupils in grades 1-12. Levels A & B of the Sight-Sound Inventory were administered to elementary pupils. Level B and C were administered to secondary Title I pupils. The Secondary Reading Assessment was administered for the first time to secondary pupils. In May 1976, computerized graphs of CAT results (1971-1976) were provided for each school for use in developing their 1976-1977 reading program.

To provide an explanation of basic written English and study skills to secondary teachers, the Levels of Language Usage, Written Expression and Study Skills Compendium was developed by the Secondary Language Arts Supervisor and the English department chairmen of Benjamin Franklin and William Penn High Schools. A diagnostic check of skills outlined in the compendium was also developed and piloted in District Two secondary schools. In order that the compendium be useful at all grade levels, a committee of elementary reading teachers reviewed and edited the compendium.

In order to individualize instruction further, a system was developed to record standardized and local test results on individual pupil cards. The cards

are to be forwarded to the pupil's new teacher in September, thus providing the teacher with updated information on each pupil. This system, begun in the 1975-1976 school year, became operational in the 1976-1977 school year.

ATTAINMENT OF OBJECTIVES

Objective 1: To continue improvement of reading skills so as to increase the proportion of students in regular elementary grades scoring above the national 50th percentile in Total Reading on the CAT-70 by 2% or more over the results of February 1976 for those grades where fewer than 50% scored at or above the national 50th percentile (all grades 1-12 are still included in this objective).

Grades 1, 3, and 4 met the objective of 2% improvement in the percent of pupils scoring at or above the national 50th percentile. The range of improvement among these grades was from 3% (grade 1) to 4% (grades 3 and 4). Because of the unreliability of the comprehension portion at grade one, the vocabulary score was used instead of Total Reading.

Compared to 1971 results, five of six grades have shown improvement in the percent of pupils scoring at or above the national 50th percentile. Improvement in these grades ranged from 6% to 23%.

Objective 2: To continue general improvement of reading skills so as to increase the proportion of students in regular secondary grades scoring above the national 25th percentile in Total Reading on the CAT-70 by 2% or more over the results of February, 1976 for those grades where fewer than 75% scored at or above the national 25th percentile.

Of these grades, only grade 9 met the objective of 2% improvement in the percent of pupils scoring at or above the national 25th percentile.

Objective 3: To continue to implement kindergarten readiness programs so that by February 1977 the distribution of the scores on the Letters & Sounds and Aural Comprehension subtests of the S.E.S.A.T. (Level 1) will approximate or exceed the distribution of the norming population.

This objective was achieved on each of the two subtests. On the Letters and Sounds subtest, the average score was equivalent to the national 77th percentile. The average score on the Aural Comprehension subtest was equivalent to the national 50th percentile.

Objective 4: All Title I eligible Grade 2 students receiving Title I services will master Level A of the Sight & Sound Inventory to be administered in the spring of 1977 with mastery set at 28 of 31 items.

Of 1,556 grade 2 pupils tested, 71.52% mastered Level A of the Sight -Sound Inventory. The average score was 27.33 of 31 items. In previous years (1974-1976) this objective was measured at the end of grade three. In 1976, 86% of

grade three pupils mastered Level A of the Sight-Sound Inventory. The 1977 grade two results suggest that the objective should continue to be measured at grade two.

Objective 5: All Title I eligible Grade 3 students receiving Title I services will master Level B of the Sight & Sound Inventory to be administered in the spring of 1977 with mastery set at 49 of 54 items.

Of 1,535 grade 3 pupils tested, 38.24 mastered Level B. The average score was 42.52 of 54 items. A comparison of the 1977 results with the previous three years (1974-1976) indicates that this year's results are better than any previous year. The 1977 results show improvement over previous years in five of six subtests. Particular improvement occured in subtest 3 (three letter combinations) and subtest 6 (other vowel sounds).

IMPACT

The general pattern of district-wide results for 1977 CAT reading subtests compared to previous years shows that the gains of the previous years have for the most part been retained and in many cases improved upon. Early childhood programs appear to have had an excellent impact on kindergarten and years one and two. The improvement in years three and four indicates that the success of early childhood programs is having its impact on the other grades.

Due to the improvement in phonics skills, the objective for mastery of Level A of the Sight-Sound Inventory should continue to be measured at the end of second grade. (In previous years this objective was measured at the end of third grade.)

In general, pupils showed greater improvement in Comprehension scores than in Vocabulary scores. This is a reversal of the pattern of change scores over the past few years.

Over the seven years of the project, more positive gains have been evidenced with the lower scoring pupils. This is true particularly in secondary grades. In 1977, for example, three of the six secondary grades showed improvement in the percent scoring above the national 16th percentile, while no grades showed improvement in the percent scoring above the national 50th percentile.

Although one cannot attribute to any one cause the improved test results over the seven years, it is hypothesized that the identification and monitoring of pupil skill level, the utilization of paraprofessionals, and an ongoing staff development program, are major reasons for the program's success. The teaching approach can make a difference; however, it is our judgement that materials alone play a secondary role in an overall reading program. What may be more important is the development of a systematic approach to teaching reading.

DISTRICT 3 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Arthur N. Romanelli
HEADQUARTERS:	District 3 Education Services Center
TELEPHONE:	299-7309
PBRS CODE:	711-01(02,03,04,05)-573
OPERATING YEARS:	1970-1977
GRADES SERVED:	K-12
NO. OF PUPILS:	9,758
NO. OF SCHOOLS:	20
NO. OF EMPLOYEES:	Professional 5, Paraprofessional 48, Clerical 2
CURRENT BUDGET:	Regular $257,500, Summer $7,300, Total $264,800
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM:	James E. Scheib, Brenda Cohen Snyder

OBSERVED ACTIVITIES

District 3's Title I resources were allocated to personnel, supplementary materials, and staff development serving Title I students in 20 Title I eligible schools. Project supportive staff at the district level served all District 3 Title-I-eligible schools. Paraprofessional personnel (aides) were provided at both the elementary and secondary levels, as were a variety of supplementary classroom materials. Three consulting teachers served as additional resource personnel to elementary schools. The community centers organized by the reading project were eliminated due to budget changes. Secondary teachers of reading were retained and received staff development via school personnel and the District 3 reading project staff.

Title I students were designated in both elementary and secondary schools. Secondary Title I students were rostered to Title I reading classes according to the conditions of the August 1975 court order. Data were collected by the District Reading Team at the third-, fourth-, and sixth-grades in the areas of vocabulary development and phonics skills.

The district's basic reading program was revised from the previous year; the secondary Title I component continued major revisions in response to a prior court order. The Stanford Diagnostic Reading Test was administered to Title I students in grades seven to eleven in the fall.

ATTAINMENT OF OBJECTIVES

Objective 1: To continue general improvement of reading skills so as to increase the proportion of students in regular elementary grades scoring above the

national median in Total Reading on the CAT-70 in Title I eligible schools by two percent or more over the results of February 1976 (for those grades where fewer than 50 percent scored at or above the national median the previous year).

For those grades already equal to or exceeding the national distribution for this percentile point as of February 1976, the objective will be to at least maintain the 1976 distribution within a rounding error of 2%.

Five of six grades met this objective. Grade 6 increased the proportion of students scoring above the national median by 6 percentage points above the 1976 CAT results. Increases ranged from an increase of one percentage point to 6 percentage points.

Objective 2: To continue general improvement of reading skills so as to decrease the proportion of students in regular elementary grades scoring below the national 16th percentile in Total Reading on the CAT-70 in Title I eligible schools by two percent or more over the results of February 1976 (for those grades where more than 16 percent scored below the national 16th percentile the previous year).

For those grades already equal to or exceeding the national distribution for this percentile point as of February 1976, the objective will be to at least maintain the 1976 distribution within a rounding error of 2%.

Four of six grades achieved this objective. Grades 2 and 5 reduced the percent of students below the 16th percentile by 4 percentage points. Grade six reduced the percent of students below the 16th percentile by 10 percentage points.

Objective 3: To continue general improvement of reading skills so as to decrease the proportion of students in regular secondary grades scoring below the national 25th percentile in Total Reading on the CAT-70; in Title I eligible schools by two percent or more over the results of February 1976 (for those grades where more than 25 percent scored below the national 25th percentile the previous year).

For those grades already equal to or exceeding the national distribution for this percentile point as of February 1976, the objective will be to at least maintain the 1976 distribution within a rounding error of 2%.

Three of six grades achieved this objective. Decreases in the proportion of students below the 25th percentage point ranged from 5 percent in grade 9 to 11 percent in grade 10.

Objective 4: All Title I eligible third graders receiving Title I services will master the Dolch sight word vocabulary list to be tested in the spring of 1977 with mastery set at 200 of 220 words.

In 1974, 64% of all students in Title I schools mastered the Dolch Sight Word Vocabulary List. By 1977, 75% of all students in Title I schools mastered 200 of 220 Dolch words. Seventy-five percent of all students who mastered this list represented a reduction of six percent from 1976 when 81% of all third grade students in Title I schools mastered this word list.

Objective 5: All Title I eligible fourth graders receiving Title I services will master both levels A and B of the Sight and Sound Inventory to be administered in the spring of 1977 with mastery set at 28 of 31 items of level A and 49 of 54 items of level B.

Ninety-six percent of all fourth grade students in Title I schools mastered Form A of the Sight and Sound Inventory. Form B was mastered by 52% of all fourth grade students in Title I schools.

Objective 6: All Title I eligible sixth graders receiving Title I services will master the vocabulary skills as tested by the Sixth Grade Word Check to be administered in the spring of 1977 with mastery set at 60 of 65 items.

Sixty-three percent of all sixth grade students in Title I schools mastered the Sixth Grade Word Check. A total of 657 students in Title I schools were tested. Four hundred thirteen students mastered 60 of 65 items.

IMPACT

Improvement in general reading scores was found in both elementary and secondary levels. Deficiencies in some specific skills were documented for remediation.

DISTRICT 4 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Katherine C. Jackson
HEADQUARTERS:	District 4 Reading Office
TELEPHONE:	CE 5-1706, -7, -8
PBRS CODE:	711-02(03,04,05)-574
OPERATING YEARS:	1970-1977
GRADES SERVED:	K-12
NO. OF PUPILS:	19,134
NO. OF SCHOOLS:	25
NO. OF EMPLOYEES:	Professional 10, Paraprofessional 87, Clerical 3
CURRENT BUDGET:	Regular $556,200, Summer $5,600, Total $561,800
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM:	Sharon Rose, Kenneth Booth

OBSERVED ACTIVITIES

During the 1976-1977 school year, District Four endeavored to preserve the reading program as it had been developed over preceding years. As a majority of the students within the district are eligible for Title I service, vast amounts of resources had previously been available for use with these students. However, during the present school year, many of these resources were eliminated or reallocated across the district. Thus, schools lost the services of Reading Aides Parent Scholars, Primary Reading Centers and other similar supplementary resources.

Within the limited resources provided, secondary school students continued to be served on an intensive basis, made possible by the fact that the definition of a Title I eligible secondary school student was changed to include any of those scoring below the twenty-fifth percentile in Total Reading on the California Achievement Test, thus making far fewer students eligible for services. Large numbers of students continued to be tested and assigned to reading classes. Most of the Title I materials, ordered for use with these students, arrived early in the school year. In a number of cases however, the materials did not arrive until December, thus restricting the activities of the students.

The eligible elementary schools continued to serve all students scoring below the fiftieth percentile in total reading on the C.A.T. Where resources were extensively eliminated, adjustments were made in the reading program, though the essential elements were preserved. Most required materials were in place and identified at the beginning of the school year.

Virtually all reading teachers are now assigned, and staff development for the newly assigned teachers was completed, though Title I Reading Consultants continued to offer supportive services to these teachers.

All Title I eligible schools were visited by members of the District Research Team. Reading activities in classrooms and reading centers were observed and Title I Language Skills teachers were interviewed with regard to the nature of their respective reading programs.

ATTAINMENT OF OBJECTIVES

Objective 1: To increase by 4% the students in Year 3 who score above the 50th percentile as measured by the Total Reading portion of the California Achievement Test.

This objective was not attained. In 1977, 33.7% of year three students scored above the 50th percentile. In 1976, this percentage was 38.8%.

Objective 2: To increase by 2% the students in Grade 4 who score between the 16th and 49th percentile as measured by the Total Reading portion of the California Achievement Test.

This objective was attained. In 1977, 46.1% of grade four students scored between the 16th and 49th percentile. In 1976, this percentage was 43.2%.

Objective 3: To increase by 4% the students in Grade 4 who score between the 50th and 84th percentile as measured by the Total Reading portion of the California Achievement Test.

This objective was not attained. In 1977, 23.7% of grade four students scored between the 50th and 84th percentile. In 1976, this percentage was 23.8%.

Objective 4: To increase by 3% the students in Grade 5 who score between 16th and the 49th percentile as measured by the Total Reading portion of the California Achievement Test.

This objective was not attained. In 1977, 44.7% of students in grade five scored between the 16th and 49th percentile. In 1976, this percentage was 44.3%.

Objective 5: To increase by 5% the students in Grade 5 who score between the 50th and 84th percentile as measured by the Total Reading portion of the California Achievement Test.

This objective was attained. In 1977, 26.6% of students in grade five scored between the 50th and 84th percentile. In 1976, this percentage was 19.9%.

Objective 6: To decrease the percentage of students scoring below the 16th percentile in California Achievement Test (Reading) in Grades 7 through 9 by 8% with a corresponding gain of 3% in the next position code.

Neither part of this objective was attained. In 1977, 29.4% of students in grades seven through nine scored below the 16th percentile. In 1976, this percentage was 34.8%. While there was improvement, it was not enough to to meet the objective. In 1977, 47.2% of students in grades seven through nine scored between the 16th and 49th percentile (the next position code). In 1976, this percentage was 46.0%.

Objective 7: To decrease the percentage of students scoring below the 16th percentile in the California Achievement Test (Reading) in Grades 9 through 12 by 8% with a corresponding gain of 3% across the other three position codes.

Neither part of this objective was attained. In 1977, 42.5% of students in grades nine through twelve scored below the 16th percentile. In 1976, this percentage was 45.8%. While there was improvement, it was not enough to meet the objective. In 1977, 42.9% of students in grades nine through twelve scored between the 16th and 49th percentile (the next position code). In 1976, this percentage was 40.1%.

IMPACT

Visits to each Title I school by the evaluation team confirmed that the project was fully implemented in 1976-1977. Classroom observations and interviews with principals and reading teachers provided information on the content and scope of the project.

Objectives for grades four and five were attained. Some progress was noted in grades 7-12, where the percent of students scoring at or below the 15th percentile decreased; there was a corresponding increase in the percent of students scoring between the 16th and 49th percentile. While this improvement was not enough to meet the stated objectives, it gave evidence of growth in secondary schools. Year three students failed to match 1976 achievement.

DISTRICT 5 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Irving Rosen
HEADQUARTERS:	District 5 Education Services Center
TELEPHONE:	BA 6-5131, -2
PBRS CODE:	711-02(03,04,05)-575
OPERATING YEARS:	1970-1977
GRADES SERVED:	K-12
NO. OF PUPILS:	17,378
NO. OF SCHOOLS:	28
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 151, Clerical 0
CURRENT BUDGET:	Regular $545,600, Summer $3,300, Total $548,900
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, directed toward improving the reading skills of pupils served.
EVALUATION TEAM:	Alan Solomon, Jay Rosemoff

OBSERVED ACTIVITIES

District Five's Title I Reading Component was observed through the entire school year. Most of the funding was used to support reading aide positions. These aides worked only with Title I students. Aides were observed performing a number of tasks: they graded papers, led small groups, worked with individual students, and performed clerical tasks associated with the reading program. Grouping, in most cases, was heterogenous.

Lippincott Basic Reading continued as the district's primary instructional vehicle. All those teachers who received sufficient supplies administered the program in accordance with the publisher's directions. Some teachers said that supplies were delayed. Of necessity, they substituted materials.

The district's secondary schools used a specific skills approach in their reading programs. Title I funds were used to purchase supplementary materials. A diversity of materials was employed.

ATTAINMENT OF OBJECTIVES

Objective 1: No more than 5% of the kindergarten pupils will score below the 16th percentile on the Letters & Sounds subtest of the Stanford Early School Achievement Test.

This objective was not attained. Of the 1,102 pupils tested, 73 scored below the 16th percentile. This represents 6.6% of the kindergarten pupil population and exceeds the 5% estimated.

Objective 2: No more than 10% of the kindergarten pupils will score below the 16th %ile on the Aural Comprehension subtest of the Stanford Early School Achievement Test.

This objective was not attained. Of the 1,095 pupils tested, 212 scored below the 16th percentile. This represents 19.4% of the kindergarten pupil population and exceeds the 10% estimated.

Objective 3: No more than 10% of the Year 1 pupils will score below the 16th percentile in the Total Reading subtest of the California Achievement Test.

This objective was not attained. Of the 1,119 pupils tested, 149 scored below the 16th percentile. This represents 11% of the Year 1 pupil population and exceeds the 10% estimated.

Objective 4: No more than 18% of the Year 2 pupils will score below the 16th percentile in the Total Reading subtest of the California Achievement Test.

This objective was attained. Of the 1,410 pupils tested, 158 scored below the 16th percentile. This represents 11% of the Year 2 pupil population and does not exceed the 18% estimated.

Objective 5: No more than 22% of the Year 3 pupils will score below the 16th percentile in the Total Reading distribution of the California Achievement Test.

This objective was not attained. Of the 1,416 pupils tested, 347 scored below the 16th percentile. This represents 24% of the Year 3 pupil population and exceeds the 22% estimated.

Objective 6: No more than 22% of the Year 4 pupils will score below the 16th percentile in the Total Reading subtest of the California Achievement Test.

This objective was not attained. Of the 1,550 pupils tested, 459 scored below the 16th percentile. This represents 30% of the Year 4 pupil population and exceeds the 22% estimated.

Objective 7: No more than 30% of the Grade 5 pupils will score below the 16th percentile in the Total Reading subtest of the California Achievement Test.

This objective was not attained. Of the 1,370 pupils tested, 519 scored below the 16th percentile. This represents 38% of the Grade 5 pupil population and exceeds the 30% estimated.

Objective 8: No more than 31% of the Grade 6 pupils will score below the 16th percentile in the Total Reading subtest of the California Achievement Test.

This objective was not attained. Of the 1,301 pupils tested, 509 scored below the 16th percentile. This represents 39% of the Grade 6 pupil population and exceeds the 31% estimated.

Objective 9: No more than 40% of the Grade 7 pupils will score below the 16th percentile in the Total Reading subtest of the California Achievement Test.

This objective was not attained. Of the 1,849 pupils tested, 778 scored below the 16th percentile. This represents 42% of the Grade 7 pupil population and exceeds the 40% estimated.

Objective 10: No more than 40% of the Grade 8 pupils will score below the 16th percentile in the Total Reading subtest of the California Achievement Test.

This objective was not attained. Of the 1,818 pupils tested, 864 scored below the 16th percentile. This represents 48% of the Grade 8 pupil population and exceeds the 40% estimated.

Objective 11: No more than 35% of the Grade 9 pupils will score below the 16th percentile in the Total Reading subtest of the California Achievement Test.

This objective was not attained. Of the 1,864 pupils tested, 859 scored below the 16th percentile. This represents 46% of the Grade 9 pupil population and exceeds the 35% estimated.

Objective 12: No more than 51% of the Grade 10 pupils will score below the 16th percentile in the Total Reading subtest of the California Achievement Test.

This objective was attained. Of the 939 pupils tested, 319 scored below the 16th percentile. This represents 35% of the Grade 10 pupil population and does not exceed the 51% estimated.

Objective 13: No more than 51% of the Grade 11 pupils will score below the 16th percentile in the Total Reading subtest of the California Achievement Test.

This objective was not attained. Of the 582 pupils tested, 451 scored below the 16th percentile. This represents 77% of the Grade 11 pupil population and exceeds the 51% estimated.

Objective 14: No more than 47% of the Grade 12 pupils will score below the 16th percentile in the Total Reading subtest of the California Achievement Test.

This objective was not attained. Of the 416 pupils tested, 320 scored below the 16th percentile. This represents 77% of the Grade 12 pupil population and exceeds the 47% estimated.

IMPACT

Considering the 1976 and 1977 CAT results, no significant changes took place. Grades 1 through 3 had shown tremendous progress from 1970 to 1976. This year, however, the trend did not continue at the same rate.

Title I monies were used to fund reading aide positions and purchase materials and supplies. The District's Language Skills Teachers felt that the aides made a strong contribution to student progress.

DISTRICT 6 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Norman Kline
HEADQUARTERS:	District 6 Education Services Center
TELEPHONE:	IV 2-8293
PBRS CODE:	711-02(03,05)-576
OPERATING YEARS:	1970-1977
GRADES SERVED:	K-8
NO. OF PUPILS:	8,504
NO. OF SCHOOLS:	16
NO. OF EMPLOYEES:	Professional 25, Paraprofessional 66, Clerical 1
CURRENT BUDGET:	Regular $392,200, Summer None, Total $392,200
SERVICE PROVIDED:	Intensive instruction in reading, in addition to the regular instructional program, designed to improve the reading skills of pupils served.
EVALUATION TEAM:	Joseph Gavin

OBSERVED ACTIVITIES

The Title I District 6 Reading project supplements the regular district reading program in 13 Title I elementary schools, two Title I middle schools, and a special education school serving grades K-12. The District 6 reading team consists of one district reading project manager and three supervisors who oversee the delivery of Title I reading services in these schools through on-site visitations, staff development, and consultation services. Each school is visited at least once a month by a reading supervisor.

Two reading planning conferences are conducted at each school by members of the District Reading Team. The spring conference plans the school reading program for the succeeding year. The autumn conference assesses the implementation of the reading program at each school and identifies problem areas requiring attention.

Data submitted by reading personnel in Title I schools and evaluator observations indicate that 8 of the 13 elementary schools use a traditional basal approach. Six of these schools use either specific skills, linguistic basal, or linguistic-oriented programmed reading approaches in addition to the traditional basal approach. Three schools use a linguistic basal; one uses a programmed linguistics approach; and the remaining school uses a combination of linguistic and traditional basals.

Both Title-I-eligible middle schools use a traditional basal reading approach in grade 6. Small-group instruction in specific skills is used in grades 7 and 8. One school uses subject-matter teachers and reading teachers to teach reading while the other school uses only reading teachers for this purpose.

ATTAINMENT OF OBJECTIVES

Objective 1: To increase by 5, the percentage of kindergarten pupils achieving above the 50th percentile in the February, 1977 Letter and Sounds, Environment, and Aural Comprehension subtests of the Stanford Early School Achievement Test when compared to the achievement of the February 1976 kindergarten pupils.

This objective was achieved for the Environmental and Aural Comprehension Subtests. The objective was not achieved for Letters and Sounds subtest.

In the Environment subtest the percentage of Title I students achieving above the national norm increased from 50% to 55% between February 1976 and February 1977. In Aural Comprehension, the percentage increased from 55% to 60%. In Letters and Sounds, it decreased from 74% to 73%.

Objective 2: In each grade from 1-6, to increase by 5 the percentage of pupils achieving above the 50th percentile in the February 1977 Total Reading Score of the California Achievement test when compared to the achievement of the same grade in February 1976.

This objective was not achieved in any grade. In grades 2-6 the percentage of students above the national median increased from two to four points between 1976 and 1977. In grade one, the percentage decreased by 3 percentage points from 55% to 52%. For all six grades, the percentage of students achieving above the national norm increased by 2 percentage points from 34% to 36%.

Objective 3: In grade 7 and grade 8, to increase by 5 the percentage of pupils achieving above the 33rd percentile in the February 1977 Total Reading Score of the California Achievement Test when compared to the achievement of the same grade in February 1976.

This objective was achieved in grade 7 only. The percentage of students achieving above the 33rd percentile increased by 10 percentage points from 42% to 52% from 1976 to 1977. In grade 8, the percentage remained unchanged at 37%.

IMPACT

The Title I reading program provided reading instruction over and above the basic reading program to low achieving students in Title I eligible schools.

Improved performance on the CAT occurred in kindergarten and in six of the eight grades served by the Title I reading program.

The additional supportive service increased the emphasis on reading in Title I schools and enabled these schools to close the achievement gap betweem Title I and non-Title I schools.

DISTRICT 7 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Reeda Kravinsky
HEADQUARTERS:	Horn Curriculum Center
TELEPHONE:	JE 5-3531, -2
PBRS CODE:	711-02 (03,04)-577
OPERATING YEARS:	1970-1977
GRADES SERVED:	K-9
NO. OF PUPILS:	6,094
NO. OF SCHOOLS:	11
NO. OF EMPLOYEES:	Professional 1, Paraprofessional 0, Clerical 1
CURRENT BUDGET:	Regular $267,500, Summer 700, Total $268,200
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, directed toward improving the reading skills of pupils served.
EVALUATION TEAM:	Alan Solomon

OBSERVED ACTIVITIES

The District 7 Title I Reading Project was observed throughout the entire academic year. The number of schools eligible for support did not change; eight elementary schools, a middle school and a junior high school. An alternative program, School for All Ages, also participates.

In elementary schools, Title I funds were used to support reading aide positions. Aides were observed performing various tasks related to instruction; working with individual children and small groups. Some graded papers and distributed materials. When vacancies occurred, they were filled as soon as possible.

Seven of the eight Title I elementary schools used a basal system in at least two grades. The eighth school used a linguistic basal as its primary program. Thus, no single program was employed on a district-wide basis. Each school used specific skills activities to supplement the ongoing program. Secondary schools used specific skills materials and small group instruction in their reading programs. At one secondary school, a Reading Skills Center was established. Participating students were selected through informal testing procedures.

ATTAINMENT OF OBJECTIVES

Objective 1: Sixty-five percent of Grade I pupils will show mastery of Form A of the Phonics Inventory By June, 1977.

This objective was partially attained. Of those pupils tested, 69% showed mastery of initial consonants, 68% showed mastery of final consonants and 52% showed mastery of rhyming words.

Objective 2: Eighty percent of Grade 2 pupils will show mastery of Form A of the Phonics Inventory by June, 1977.

This objective was not attained. Of those pupils tested, 76% showed mastery of initial consonants, 75% showed mastery of final consonants and 54% showed mastery of rhyming words.

Objective 3: Eighty-five percent of Grade 3 pupils will show mastery of Form A of the Phonics inventory by June, 1977.

This objective was partially attained. Of those pupils tested, 94% showed mastery of initial consonants, 95% showed mastery of final consonants, and 83% showed mastery of rhyming words.

Objective 4: Seventy percent of Grade 3 pupils will show mastery of Form B of the Phonics Inventory by June, 1977.

This objective was not attained. Of those pupils tested 32% showed mastery of blends, 59% showed mastery of digraphs, 51% showed mastery of three-letter combinations, 29% showed mastery of final sounds, 27% showed mastery of long and short vowels, and 12% showed mastery of other vowels.

Objective 5: Seventy-five percent of Grade 4 pupils will show mastery of Form B of the Phonics Inventory by June, 1977.

This objective was partially attained. Of those pupils tested, 64% showed mastery of blends, 96% showed mastery of digraphs, 82% showed mastery of three-letter combinations, 63% showed mastery of final sounds; 47% showed mastery of long and short vowels; 27% showed mastery of other vowels.

Objective 6: Eighty percent of Grade 5 pupils will show mastery of Form B of the Phonics Inventory by June, 1977.

This objective was partially attained. Of those pupils tested, 89% showed mastery of blends, 96% showed mastery of digraphs, 82% showed mastery of three-letter combinations, 43% showed mastery of final sounds, 78% showed mastery of long and short vowels, and 64% showed mastery of other vowels.

Objective 7: Eighty-five percent of Grade 6 pupils will show mastery of Form B of the Phonics Inventory by June, 1977.

This objective was partially attained. Of those pupils tested, 92% showed mastery of blends, 98% showed mastery of digraphs, 97% showed mastery of

three-letter combinations, 86% showed mastery of final sounds, 74% showed mastery of long and short vowels and 63% showed mastery of other vowels.

Objective 8: Eighty-five percent of Grade 7 pupils will show mastery of Form B of the Phonics Inventory by June, 1977.

This objective was partially attained. Of those pupils tested, 82% showed mastery of blends, 98% showed mastery of digraphs, 90% showed mastery of three-letter combinations, 89% showed mastery of final sounds, 62% showed mastery of long and short vowels, and 50% showed mastery of other vowels.

Objective 9: Eighty-five percent of Grade 8 pupils will show mastery of Form B of the Phonics Inventory by June, 1977.

This objective was partially attained. Of those pupils tested, 74% showed mastery of blends, 92% showed mastery of digraphs, 78% showed mastery of three-letter combinations, 75% showed mastery of final sounds, 38% showed mastery of long and short vowels, and 29% showed mastery of other sounds.

Objective 10: Seventy percent of kindergarten pupils will show upper case Alphabet Mastery by June, 1977.

This objective was attained. Of those pupils tested, 72% showed upper case mastery.

Objective 11: Sixty percent of kindergarten pupils will show lower case Alphabet Mastery by June, 1977.

This objective was not attained. Of those pupils tested, 55% showed lower case mastery.

Objective 12: Eighty-five percent of Grade 1 pupils will show upper case Alphabet Mastery by June, 1977.

This objective was attained. Of these pupils tested, 90% showed upper case mastery.

Objective 13: Eighty percent of Grade 1 pupils will show lower case Alphabet Mastery by June, 1977.

This objective was not attained. Of those pupils tested, 78% showed lower case mastery.

Objective 14: Ninety-five percent of Grade 2 pupils will show upper case Alphabet Mastery by June, 1977.

This objective was attained. Of those pupils tested, 97% showed upper case mastery.

Objective 15: Eighty percent of Grade 2 pupils will show lower case Alphabet Mastery by June, 1977.

This objective was attained. Of those pupils tested, 92% showed lower case mastery.

Objective 17: There will be a reduction of 5% in the number of Title I kindergarten students scoring below the 50th percentile on the Letters & Sounds subtest of the Stanford Early School Achievement Test. Relevant data will be gathered from the February, 1976 and 1977 administrations of the test.

This objective was not attained. Of those pupils tested, 24% scored below the 50th percentile in 1976 and 22% scored below the 50th percentile in 1977. The reduction of 2% was below that estimated.

Objective 18: There will be a reduction of 5% in the number of Title I students (Grades I through 9) scoring below the 50th percentile on the Letters & Sounds subtest of the Stanford Early School Achievement Test. Relevant data will be gathered from the February, 1976 and February, 1977 administrations of the test.

This objective was not attained. Of those pupils tested in 1976, 75% scored below the 50th percentile and 72% scored below the 50th percentile in 1977. The reduction of 3% was below that estimated.

IMPACT

The reading program allocated funds to reading aide positions and to purchase supplies and materials. One professional position, that of a reading consultant, was supported. A secretarial position was also funded.

Reading aides served under teacher direction. They prepared materials, distributed supplies, and led small groups in drill. In some situations, they served in a one-to-one tutorial relationship with students.

According to standardized test results, the District decreased the overall number of students scoring below the 50th percentile by 3% to 72%. In 1976, 75% scored below this point.

By third grade, over 90% of the students tested demonstrated mastery of initial consonants and final consonants. For rhyming words, 83% showed mastery. These three tests are included in Form A.

By sixth grade over 90% of the students tested demonstrated mastery in 3 of 6 Form B tests; blends, digraphs and three-letter combinations. The final sounds subtest was mastered by 86% of the students. The long and short vowels subtest was mastered by 74% and other vowels by 63%.

Over 90% of all pupils tested in Grades K-2 demonstrated mastery on the Alphabet Mastery Test.

IMPROVEMENT OF READING SKILLS "A"
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Marjorie Farmer
HEADQUARTERS:	Room 322, 21st Street and Parkway
TELEPHONE:	299-7787
PBRS CODE:	711-02-666
OPERATING YEARS:	1966-1977
GRADES SERVED:	3-7
NO. OF PUPILS:	3,200
NO. OF SCHOOLS:	14
NO. OF EMPLOYEES:	Professional 15, Paraprofessional 20, Clerical 1
CURRENT BUDGET:	Regular $396,800, Summer None, Total $396,800
SERVICE PROVIDED:	Individualized instruction for seriously deficient readers through the use of selected reading materials and audiovisual aids in a Reading Skills Center.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters*

OBSERVED ACTIVITIES

The project was fully implemented in accord with its intended mode of operation. Fourteen reading centers provided an individualized diagnostic-prescriptive program using a reading teacher and aides in an established reading room. Most centers were staffed with one full-time and one half-time aide.

Teachers and aides were observed working with individual and small groups of children. Assigned work for each lesson was two to four activities in the areas of reading which included comprehension, word attack, study skills, or literature. Each pupil was given a prescription of tasks to do which included use of reading books, workbooks, listening centers, games, or library corners. Pupils tended to work diligently on their assigned tasks, which were changed daily. The average number of pupils observed attending during an instructional period was 16.

The project's program coordinator provided on-site assistance to the reading teachers and staff development sessions for both the reading teachers and the aides.

ATTAINMENT OF OBJECTIVES

Objective I: Pupils participating in this project three or more times a week during the school year will improve their vocabulary/comprehension skills as indicated by Fall and Spring administration of Informal Reading Inventories (IRI). A minimum

of 75% of the group will gain one book level and 55% will gain two book levels.

This objective was partially attained. Of the pupils who attended three or more times each week, 77% gained at least one book level based on the IRI instructional level. A gain of two or more book levels was attained by 46% of the participating pupils.

Objective 2: Pupils participating in this project three or more times a week during the school year will improve their decoding skills, as indicated by a 20% gain in the mean score of the 64-item Botel Phonics Inventory administered in September and May.

This objective was considered attained. The mean number of items correct on the September pretest was 41.67; on the May posttest it was 49.77. The gain of 8.10 items (19.43%) nearly achieved the 20% criterion. Of the total group, 381 (27%) gained a 90% mastery or above in the items tested.

IMPACT

The Improvement of Reading Skills "A" project's intended mode of operation was fully implemented. An individualized, diagnostic-prescriptive reading program was provided to pupils.

The vocabulary/comprehension skills objective was partially attained. For project pupils attending at least three times a week, 77% (more than the expected 75%) gained at least one book level. However, 46% of the pupils instead of the expected 55% gained at least two levels. The phonics achievement criterion was nearly attained. Pupils' decoding skills improved by a mean score gain of 19.43% instead of the expected twenty percent.

The project's instructional program continues to enhance the development of pupils with severe reading difficulties.

IMPROVEMENT OF READING SKILLS "C"
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	2901 W. Allegheny Avenue
TELEPHONE:	BA 5-1914
PBRS CODE:	711-06-718
OPERATING YEARS:	1968-1977
GRADES SERVED:	2-8
NO. OF PUPILS:	Nonpublic 1,220
NO. OF SCHOOLS:	Nonpublic 44
NO. OF EMPLOYEES:	Professional 44, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	Regular $322,500, Summer None, Total $322,500
SERVICE PROVIDED:	Remedial instruction is given to groups of seriously deficient readers in reading rooms.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters*

OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. Forty-three reading centers provided supplemental reading instruction to most pupils at least three times per week. Teachers tended to group their classes by grade level. When there were two classes on one grade level, the reading level was used as the criterion for grouping. The average length of the instructional periods was 45 minutes. Teachers used individual, small, and large group instructional methods. The average size of the groups that received instruction was eight. Comprehension and word-attack skills were the two areas in which teachers felt the project pupils had the most reading difficulties. Most of the pupils' instructional time was devoted to these areas. Pupils were directed into several different activities during the course of a period and used varied materials for skill development.

During the first half of the year, teachers were directed to meet their pupils for three hours each morning. In the second half, teachers were given the option of continuing with the five-day morning program or working three full days. Four teachers selected the latter option.

The project's coordinator provided monthly staff development sessions for the project teachers which focused on individualizing reading instruction. Additional help was provided to the new teachers, particularly in the area of administration of informal reading inventories and phonics inventories. In addition, efforts were made to familiarize teachers with new materials.

ATTAINMENT OF OBJECTIVES

Objective 1: Project pupils will increase their reading-achievement levels to the extent that 90% of the pupils gain at least one book level and 60% gain two or more book levels between September pretest and May posttest on a group Informal Reading Inventory.

The objective was partially attained. On informal reading inventories administered in September and May, 85% of the pupils gained at least one book level, and 74% gained at least two levels.

Objective 2: Project pupils will improve their decoding skills to the extent that there is an increase of 20 points in the percentage of pupils attaining an 80% mastery score (68 or more correct out of 85 items) on a project-specific phonics inventory between September pretest and May posttest.

The objective was attained. On the September pretest 33% of the pupils attained the specified 80% mastery score; on the May posttest, 70% did so. The increase of 37 percentage points surpassed the 20-point expectation.

IMPACT

The Improvement of Reading Skills "C" project's intended mode of operation was fully implemented. Supplemental reading instruction continued to be provided to pupils.

Project pupils exceeded the objective for phonics mastery (a 20-point gain in the percentage of pupils attaining mastery) by achieving 37 percentage points. However, in reading achievement, 85% of the pupils, instead of the expected 90%, gained at least one book level; 74% (more than the expected 60%) gained at least two book levels in a year's time.

The project has been successful in providing pupils with needed reading skills.

INDIVIDUALIZED EDUCATION CENTER
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	2901 W. Allegheny Avenue
TELEPHONE:	BA 5-1914
PBRS CODE:	711-06-7?3
OPERATING YEARS:	1968-1977
GRADES SERVED:	1-8
NO. OF PUPILS:	Nonpublic 190
NO. OF SCHOOLS:	Nonpublic 1
NO. OF EMPLOYEES:	Professional 1, Paraprofessional 6, Clerical 0
CURRENT BUDGET:	Regular $86,700, Summer None, Total $86,700
SERVICE PROVIDED:	Students participate in a system of individualized instruction in language arts and mathematics for at least one half of each school day.
EVALUATION TEAM:	William E. Loue III, Judith Green Leibovitz, Lisbeth R. Sklar

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OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. All eight teachers returned for the current school year. Consequently, the implementation of individualized instructional practices occurred immediately at the beginning of the year. The Individualized Education Center (IEC) had sufficient instructional materials and multimedia equipment in each classroom to provide appropriate and necessary learning experiences for each pupil according to his/her actual instructional level. Attempts to individualize instruction were supported by paraprofessional assistance, a full-time reading teacher, a supplemental tutoring program, and the availability of the Continuous Progress Program of the Archdiocese of Philadelphia and the Fountain Valley Teacher Support System.

ATTAINMENT OF OBJECTIVES

Objective 1: Project pupils will develop basic skills in reading during the 1976-1977 school year to the extent evidenced by at least maintaining their national percentile ranks from the previous school year on the Reading Vocabulary and Reading Comprehension sections of the California Achievement Tests.

This objective was partially attained. Between May 1976 and May 1977, current Grades 4, 5, 6 and 8 exhibited gains in average score on the Reading Vocabulary section of the California Achievement Tests which were sufficient to maintain or improve their national percentile ranks. Current Grades 3, 4, 5, 6 and 8 maintained or improved their national percentile ranks in Reading Comprehension. Only Grades 2, 3 and 7 in Reading Vocabulary and Grades 2 and 7 in Reading Comprehension failed to maintain their percentile ranks of the previous year.

Objective 2: Project pupils will develop basic skills in mathematics during the 1976-1977 school year to the extent evidenced by at least maintaining their national percentile ranks from the previous school year on the Mathematics Computation and Mathematics Concepts & Problems section of the California Achievement Tests.

This objective was partially attained. Between May 1976 and May 1977, current Grades 3, 5, 7 and 8 exhibited gains in average score on the Mathematics Computation section of the CAT which were sufficient to maintain or improve their national percentile ranks. Current Grades 4, 5, 6 and 8 maintained or improved their national percentile ranks on the Mathematics Concepts & Problems section. Only Grades 2, 4 and 6 in Computation and Grades 2, 3 and 7 in Concepts & Problems failed to maintain their percentile ranks of the previous year.

Objective 3: With the assistance of paraprofessionals and a reading specialist teacher, project teachers will implement a system of individualized instruction in basic academic skill areas (reading, language arts, and mathematics) as determined by systematic observations of IEC classrooms with the Learning Environment Checklist. The following criteria will be applied: (a) with respect to classroom grouping arrangements, pupils will be working in small groups (2 to10 pupils) and/or as individuals during at least 85% of observed time; (b) with respect to the level of instructional differentiation, in less than 5% of observed time will all pupils be working on the same assignment; (c) with respect to the role of the teacher, in at least 50% of observed time the teachers will be actively guiding and/or assisting groups or individuals; (d) with respect to the activities of the paraprofessionals, at least 25% of observed time will be devoted to working with individual children; and (e) with respect to the pupils' activities, at least 25% of observed time will be devoted to individual activities (self-selected or teacher-directed).

This objective was partially attained. Parts b, d and e were attained; parts a and c were not.

During 38 classroom observations, IEC teachers were attempting to individualize instruction through effective grouping procedures, teacher-directed and pupil-selected individual activities, and the judicious use of a wide variety of available multimedia equipment and instructional materials.

During the evaluation team's observations pertaining to respective parts of the objective, (a) pupils were working in small groups and/or as individuals during 80% of observed time, (b) all pupils were working on the same assignment during only 4% of observed time, (c) teachers were guiding and/or assisting groups or individuals during 32% of observed time, (d) paraprofessionals were performing clerical tasks during only 5% of observed time, and (e) pupils were pursuing individual activities during 42% of observed time.

IMPACT

The IEC was fully implemented and continued to provide a compensatory program of individualized instruction designed to remediate the academic deficiencies of pupils from seven different neighborhoods within the Archdiocese of Philadelphia. Pupils in most grades evidenced growth in basic academic skills by at least maintaining their national percentile ranks on appropriate sections of the California Achievement Tests (Reading Vocabulary, Reading Comprehension, Mathematics Computation, and Mathematics Concepts & Problems). Moreover, the project may serve as a model for the voluntary integration of children bussed from different neighborhoods within the city.

INTENSIVE READING FOR SECONDARY STUDENTS
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Philip Pitis and District Reading Managers
HEADQUARTERS:	Room 505 B, 21st Street and Parkway
TELEPHONE:	299-7718
PBRS CODE:	711-18-579
OPERATING YEARS:	1975-1977
GRADES SERVED:	7-12
NO. OF PUPILS:	49,320
NO. OF SCHOOLS:	33
NO. OF EMPLOYEES:	Professional 202, Paraprofessional 11, Clerical 0
CURRENT BUDGET:	Regular $2,758,300, Summer None, Total $2,758,300
SERVICE PROVIDED:	Title I secondary students with reading deficits receive intensive instruction in reading via the assignment of additional reading personnel and reading periods in small-group instructional classes in accordance with the court order of August 4, 1975.
EVALUATION TEAM:	Mark J. Raivetz

OBSERVED ACTIVITIES

Intensive Reading for Secondary Students was fully operational. Eleven senior high schools and 22 junior high/middle schools were included in the project. Each school was visited by state monitors, the project administrator, district and central office reading personnel.

Schools were able to document participation in this project by careful record keeping as described in the Title I application. Records on file in each school included: (1) a list of reading teachers and their funding; (2) a list of all teachers and staff; (3) individual Title I Reading class lists with teachers' names; (4) English class lists with teachers' names; (5) the number of Reading and English periods per Title I student; (6) the number of Title I eligible students and their test scores; (7) Title I eligible students waiting to be served; and (8) the total school enrollment.

Students scoring below the 26th percentile in Total Reading on the February 1976 administration of the California Achievement Test were eligible for the program. In junior high/middle schools, classes averaging 22 students received five additional reading periods per week. In senior high schools, classes averaging 20 students received five additional reading periods. Schools administered a group IRI to place students who lacked CAT scores.

Problems resulting from the original 1975-1976 implementation have, for the most part, been resolved. Rather than rostering high school students to remedial

classes during periods when regular subjects were previously scheduled, all reading classes for 1976-1977 were part of the students' regular rosters. Teachers in the other curricular areas no longer complained that reading classes were detrimental to students who wished to carry a normal complement of courses. Reading teachers reported that cuts, a major problem during 1975-1976, have been greatly reduced as a result of the regular rostering.

A total of 411 teachers taught from five to 25 periods of Title I Reading per week. Of 266 full time (25 periods) teachers of Title I Reading 192 (72%) were paid from Title I funds; 188 of these 192 (98%) possess elementary certification. Reading chairmen in each school were generally positive toward elementary trained teachers working in the secondary schools. Being in a new (secondary) situation, these teachers were anxious for help, and open to suggestions on working with the older students. The elementary teachers' adjustment to teaching on the emotional as well as the educational level of secondary students was cited by the reading chairmen as the greatest improvement over last year's program. Many of these teachers have enrolled in reading certification courses offered by local universities.

Classroom visits on all grade levels revealed students using specific skills materials. In typical classes, students kept their work in folders which were collected daily. Depending on the school organization, classes consisted of one grade, or a combination of two or three grades. Regardless of grade, however, classes were individualized. Students were observed using a variety of books, worksheets, and kits. Listening centers were employed in two classes. Depending on the school, work in the reading classes was supportive of work in the regular English classes. Literature, poetry, study skills and test taking techniques were all observed in the reading classes.

In schools where space permitted, each teacher was assigned to a classroom. Where space was at a premium, teachers were forced to travel from room to room carrying their folders, books, and materials on carts. This often caused a delay in the start of classes, especially when carts had to be carried up or down stairs. Classes were observed in lunchrooms, corridors, and activity rooms as well as regular classrooms. In several high schools, as many as four classes were observed meeting in one open area. While each group appeared to be working, the obvious distractions could not go unnoticed.

Project implementation and organization was ostensibly the same in junior high/middle schools and high schools.

ATTAINMENT OF OBJECTIVES

Objective 1: Selected Title I students in Grades 7-12 participating in the Intensive Reading for Secondary Schools project will improve their reading skills as measured by the Total Reading score of the California Achievement Tests (CAT) so that from 1976 to 1977, there will be an increase of three percentile points in the average percentile rank for each grade.

This objective was not attained. A total of 19,918 students in grades 7-12 who were eligible for the project on the basis of their 1976 scores were tested in 1977. In comparison to 1976 scores, grade 7 students increased two percentile points from grade 6. Grade 8 students increased two percentile points from grade 7. Grade 9 students increased one percentile point from grade 8. Grade 10 students decreased one percentile point from grade 9. Grade 11 students decreased two percentile points from grade 10. Grade 12 students increased two percentile points from grade 11. This represents a pattern of no change.

Objective 2: Selected Title I eligible A.V.T. students in Grades 10-11 and comprehensive high school students in Grades 10-12 whose 1976 CAT Total Reading Scores were below the 26th percentile will receive five additional periods of reading instruction per week in classes having a schoolwide average enrollment not exceeding 20 students.

This objective was attained. Schools documented participation in the project by careful record keeping. Project personnel reviewed these records, especially individual Title I Reading class lists with teachers' names and students' 1976 scores. Selected Title I eligible A.V.T. students in grades 10-11 and comprehensive high school students in grades 10-12 whose 1976 CAT Total Reading scores were below the 26th percentile did recieve five additional periods of reading instruction per week in classes having a school wide average enrollment not exceeding 20 students.

Objective 3: Selected Title I eligible A.V.T. students in Grade 12 whose 1976 CAT Total Reading Scores were below the 26th percentile will receive two additional periods of reading instruction per week in classes having a schoolwide average enrollment not exceeding 20 students.

This objective was attained. Schools documented participation in the project by careful record keeping. Project personnel reviewed these records and were able to determine that selected Title I eligible A.V.T. students in grade 12 whose 1976 CAT Total Reading scores were below the 26th percentile did receive two additional periods of reading instruction per week in classes having a schoolwide average enrollment not exceeding 20 students.

Objective 4: Selected Title I eligible junior/middle school students in Grades 7-9 whose 1976 CAT Total Reading Scores were below the 26th percentile will receive five additional periods of reading instruction per week in classes having a schoolwide average enrollment not exceeding 22 students.

This objective was attained. Schools documented participation in the project by careful record keeping. Project personnel reviewed these records and were able to determine that selected Title I eligible junior/middle school students in grades 7-9 whose 1976 CAT Total Reading Scores were below the 26th percentile did receive five additional periods of reading instruction per week in classes having a schoolwide average enrollment not exceeding 22 students.

IMPACT

The project was fully operational for the entire school year. Problems resulting from the original 1975-1976 implementation have, for the most part, been resolved.

While three of the objectives were attained, the one performance objective was not. On the basis of 1976 scores, no grade was able to gain the stated three percentile points in 1977. Considering the fact that citywide, the percentile rank of the mean decreases from grade to grade, the results of this project represent a reversal of this established trend. Thus a pattern of no significant change can realistically be considered an improvement.

OPERATION INDIVIDUAL
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 711-06-502
OPERATING YEARS: 1972-1977
GRADES SERVED: 9-10
NO. OF PUPILS: Nonpublic 700
NO. OF SCHOOLS: Nonpublic 4
NO. OF EMPLOYEES: Professional 5, Paraprofessional 25, Clerical 0
CURRENT BUDGET: Regular $163,500, Summer None, Total $163,500
SERVICE PROVIDED: For all project students, daily reading instruction by an aide-assisted reading teacher; for students receiving intensive service, block-rostering in basic skill subjects with an aide in each classroom.
EVALUATION TEAM: Robert Reiter, Joseph Meade

OBSERVED ACTIVITIES

The project was found to be implemented in a manner generally consistent with the Title I Application.

Students whose school records indicated low reading scores on an STS achievement test, inadequate study skills, and/or low academic performance received daily instruction in reading and/or study skills, either directly from a reading teacher or from an aide who was supervised by a reading teacher. This supportive reading service was provided to eligible students in Grade 10 at two schools, Grades 9-10 at a third school, and Grades 9-12 at the fourth participating school.

Eligible students in Grade 9 at the first two schools received the project's intensive reading service, consisting of similar daily instruction in reading and/or study skills plus classes in mathematics, English, and social studies where each regular teacher had an aide available to assist individual students as the need arose.

ATTAINMENT OF OBJECTIVES

Objective 1: Project students will increase their achievement levels to the extent that two thirds of them will demonstrate a month-for-month gain in GE score on the Total Reading and Reference Skills sections of the Comprehensive Tests of Basic Skills.

This objective was not attained. Month-for-month gains (or better) were demonstrated by 54% of the students in Reading and by 46% in Reference Skills. On both sections of the test, the students receiving intensive service had higher success rates in achieving at least month-for-month gains than the students receiving only supportive service (56% vs. 53% in Reading, and 50% vs. 44% in Reference Skills). In Reading, proportionately more second-year participants than first-year participants made the expected gain (63% vs. 52%); in Reference Skills, more first-year participants than second-year participants succeeded (48% vs. 40%).

Objective 2: During the school year, students will improve their performance in reading to the extent that 66% of those who receive supportive reading service will obtain (a) a minimum of one quarterly rating of at least "some additional knowledge gained" on the Student Skill Record for Reading and (b) a minimum of one quarterly rating of at least "good responsibility for own learning" on the same Student Skill Record.

This objective was fully attained. Examination of the Student Skill Records of 346 students who received supportive service revealed that the criterion of obtaining a rating of at least "some additional knowledge gained" was met by 88% of the students, and the criterion of obtaining a rating of at least "good responsibility for own learning" was met by 80%; 73% of the students met both criteria. Percentages of success were consistently higher for Grade 10 than for Grade 9 supportive-service recipients (94% vs. 77% in knowledge-gained ratings, 84% vs. 77% in responsibility ratings, and 81% vs. 63% in both).

Objective 3: Project students will increase their achievement levels to the extent that 66% of those who receive intensive service will obtain (a) a minimum of one quarterly rating of at least "some additional knowledge gained" on the Student Skill Records for three of four subject areas (Reading, Mathematics, English, and Social Studies) and (b) a minimum of one quarterly rating of at least "good responsibility for own learning" on the Student Skill Records for three of the same four subject areas.

This objective was fully attained. Examination of the Student Skill Records of 207 students who received intensive service revealed that the criterion of obtaining ratings of at least "some additional knowledge gained" in at least three subject areas was met by 100% of the students, and the criterion of obtaining ratings of at least "good responsibility for own learning" in at least three subject areas was met by 73%; of course, the same 73% met both criteria.

IMPACT

Although specific applications differed among the four participating schools, the project's implementation was generally consistent with the Title I Application. Services focused primarily on the needs of eligible ninth-grade students, and secondarily on those of eligible tenth graders.

A student's eligibility to participate in this project was indicative of a history of far less than the "normal" month-for-month growth in reading and study skills. Although both percentages fell short of the stated objective (two thirds), between pretest and posttest more than half (54%) of the project's participants achieved at least month-for-month gains in reading, and almost half (46%) did so in study skills. Among first-year participants, in the six months (0.6 year) between tests, 75 (20%) gained more than 2.0 GE in reading and 106 (29%) did so in study skills. Among second-year participants, in the 1.0 year between tests, 18 (21%) gained at least 2.5 GE in reading and 14 (16%) did so in study skills.

Quarterly ratings by teachers indicated that students receiving supportive service were making the desired progress in developing their reading skills, and that recipients of intensive service were acquiring the skills necessary for success in reading, mathematics, English, and social studies classes. Both groups of students were rated as showing the expected degree of responsibility for their own academic success. Thus both objectives involving teachers' ratings of student progress were fully attained.

PRIMARY READING SKILLS CENTERS
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: 2901 W. Allegheny Avenue
TELEPHONE: BA 5-1914
PBRS CODE: 711-06-719
OPERATING YEARS: 1969-1977
GRADES SERVED: 1-4
NO. OF PUPILS: Nonpublic 230
NO. OF SCHOOLS: Nonpublic 2
NO. OF EMPLOYEES: Professional 2, Paraprofessional 2, Clerical 0
CURRENT BUDGET: Regular $54,500, Summer None, Total $54,500
SERVICE PROVIDED: Pupils spend up to one hour daily in reading-skills centers.
EVALUATION TEAM: Thomas J. Clark, Ethel K. Goldberg, Stuart Hoffman

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OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented in both centers. The operation remained substantially the same as it had in previous years. Both teachers used a variety of teacher-made and commercial reading instructional materials and audiovisual equipment to enhance various reading skills. One paraprofessional aide assisted each teacher in individualizing instruction.

Using low pupil scores on the Scholastic Testing Service (STS) test, Informal Reading Inventory (IRI), and Botel Phonics Inventory and teacher recommendations as entry criteria, center teachers chose first to fourth graders to participate in the project. Analysis of pupils' reading difficulties showed most had major problems with word attack skills, sentence comprehension and general study habits.

Arranged in groups of seven to 20, pupils received an average of 20 to 60 minutes of intensive instruction per day. The two centers organized their student groups differently. The emphasis was on individualization in one center, where the teacher and aide actively guided each pupil through programmed materials. In the second center the teacher and aide worked with the large group for a part of the period, and then divided the class in half for smaller group instruction.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating pupils in first grade will develop their alphabet recognition skills to the extent that 95% will achieve a score of 50 on a 52-item Alphabet-Recognition Test administered in May.

This objective was not attained. In May, 26 pupils in Grade 1 at the St. Stephen center took the 52-item Alphabet-Recognition Test. Twenty-one pupils (81%, not the expected 95%) achieved the criterion score of 50 items correct. However, for this disadvantaged group, the large percentage of pupils achieving the 96% mastery level was educationally significant.

Objective 2: Participating pupils in Grades 2-4 will demonstrate gains in reading achievement so that their word attack skills improve to the extent that there is an increase of 20 points in the percentage of pupils attaining an 80% mastery score on the Botel Phonics Inventory between the September pretest and the May posttest.

This objective was fully attained. In September 1976 and May 1977 the Botel Phonics Inventory was administered to the 100 participating pupils in Grades 2, 3 and 4 in both centers. On the pretest, 39% of the pupils attained the specified mastery score; on the posttest 67% did so. The increase of 28 percentage points surpassed the expected 20-point increase by eight percentage points.

Objective 3: Participating pupils in Grades 2-4 will demonstrate gains in reading achievement so that their reading achievement levels increase to the extent that 90% of the pupils gain at least one book level and 60% gain at least two book levels between the September pretest and the May posttest on a group informal reading inventory (IRI).

This objective was not attained. Of the 99 pupils tested in September 1976 and May 1977, 71% (not the expected 90%) gained at least one book level. Also, 15% (not the expected 60%) gained at least two levels. However, for these pupils, who entered the centers with severe reading handicaps, these gains were educationally meaningful.

Objective 4: Participating pupils in Grades 2-4 will demonstrate gains in reading achievement so that their vocabulary knowledge and reading comprehension skills increase to the extent that there is, in one year, a one-year gain in average Grade Equivalent (GE) on the Total Reading score of the CAT-70 administered each January.

Because of the small number of pupils tested due to administrative problems, it could not be determined whether the objective was attained. At the St. Stephen Center, 16 (of 52) pupils currently in Grades 2, 3, and 4 were tested in January 1976 and January 1977. Pupils in all grades demonstrated gains in mean GE score, with an average gain of .8 (slightly below the expected 1.0 gain). The pupils at the St. Columba Center were not tested because of administrative difficulties.

IMPACT

As in previous years, full implementation at both sites again occurred in the Primary Reading Skills Centers project. Generally, project pupils demonstrated gains in reading ability.

Eighty-one percent (less than the expected 95%) of first-grade pupils tested at the St. Stephen Center achieved the 86% mastery criterion on the Alphabet Recognition Test. The Botel Phonics mastery criterion (a 20-pcint gain in the percentage of pupils achieving an 80% mastery level) was exceeded by eight percentage points (or a total gain of 28 percentage points).

Based on the Informal Reading Inventory scores, the instructional reading levels of 71% of participating second- through fourth-grade pupils increased at least one book level during the year; 15% increased at least two book levels during the same time. Although the goals (90% of the pupils to gain one level and 60% to gain two levels) were not reached, the gains were substantial enough to be considered educationally significant for this disadvantaged population.

Sixteen pupils in Grades 2-4 who were tested at the St. Stephen Center demonstrated an average gain of .8 year in GE in the CAT-70 Total Reading score from January 1976 to January 1977. However, the small number of pupils tested, due to administrative problems, did not allow evaluators to draw a conclusion regarding the attainment of the mastery criterion (i.e., a gain of one year in GE).

Thus, the project was successful in helping most pupils at both Centers, all of whom initially exhibited relatively severe reading difficulties, to acquire basic reading skills and demonstrate measureable improvement in reading achievement.

COMPUTER-MANAGED INSTRUCTION

Abstract

ADMINISTRATOR:	Sylvia Charp
HEADQUARTERS:	5th floor, Fifth and Luzerne Streets
TELEPHONE:	BA 9-9492
PBRS CODE:	711-24-846
OPERATING YEARS:	1966-1977 (Reorganized in 1974)
GRADES SERVED:	1-12
NO. OF PUPILS:	2,865
NO. OF SCHOOLS:	13
NO. OF EMPLOYEES:	Professional 10, Paraprofessional 4, Clerical 1
CURRENT BUDGET:	Regular $318,800, Summer $46,000, Total $364,800
SERVICE PROVIDED:	Pupils receive individualized instruction and reinforcement in reading and mathematics in which diagnosis of pupil needs, prescription, evaluation, and management of instructional facilities are computer-managed.
EVALUATION TEAM:	Thomas J. Clark, Ethel K. Goldberg, Stuart Hoffman

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OBSERVED ACTIVITIES

During the 1976-1977 school year, the project implemented and/or maintained two primary-grade reading centers, three secondary-grade reading centers, four primary-grade mathematics centers, and five mathematics and language arts reinforcement centers. In the centers, the computer was used to assist the center teachers in the management of instruction (diagnosis of needs, prescriptions for instruction, and frequent progress assessments) and to provide actual instruction at a computer terminal.

The two primary-grade reading centers provided individualized multimedia instruction, as observed during bi-weekly visits. Eight computer-terminal cassette player stations were operational in each center during more than 95% of the observations. The high rate of initial success (over 80%) experienced by participating children last year was again evident in both the internal computer reports and the high frequency of "Smokey Bear" (an on-screen reward for showing mastery of individual tapes) observed by the evaluator. The programs range was extended upward by the addition of on-line and off-line reinforcement in decoding and comprehension for levels F and G of the Stearn Reading Series.

For the secondary-grade reading component, project activities focused on starting a second center and making necessary revisions of instructional materials shown to be not effective by the internal computer reports. Start-up activities for the second center included approximately a month of full-time teacher support by the curriculum specialists in areas such as operation of the computer terminals

and management of the individualized center program. Revision of instructional materials primarily involved rewriting and reorganizing sequences, and adding commercially prepared materials. Preliminary feedback from the center teachers indicates that the revisions were successful.

The primary-grade mathematics component operated in five schools. In three schools, pupils received individualized mathematics-skill reinforcement through the Drill and Practice computer program while in the other two schools computer-managed centers provided remediation of participating pupils' mathematics-skill deficiencies below their instructional level. Although the teachers see only 15 pupils at a time, they reported that without an aide it is virtually impossible to provide sufficient service to all of the children, who are severely disadvantaged in terms of their mathematics skills.

Five mathematics and language-arts reinforcement centers operated in four schools. Individualized instruction was prescribed through assessment of both cognitive skills and individual pupil characteristics. This component was generally used to supplement the regular reading, mathematics, and social studies programs in the schools and to provide pupils with independent study skills.

ATTAINMENT OF OBJECTIVES

Objective 1: To teach primary-grade pupils the basic skills of decoding and comprehension, study skills, and appreciation for literature, so that participating pupils will evidence (a) mastery of 80% of the Read-On Criterion Tests taken, (b) mastery of the appropriate levels of the Sight and Sound Phonics Inventory, and (c) an average gain of two reading levels through level 8 and one level thereafter as measured by a group informal group reading inventory.

This objective was partially attained. Participating primary-grade pupils surpassed both expected rates of mastery on the Read-On Criterion Tests and expected gain on group informal reading inventory, but did not meet the expected rates of mastery on the Sight and Sound Phonics Inventory at all grade levels.

Of 1,415 Read-On Criterion Tests taken by approximately 200 participating primary-grade pupils, 1,339 (95%) were passed on the first attempt following instruction and reinforcement activities, thus exceeding the 80% criteria. The 112 participating pupils with group informal reading inventory scores for September and June averaged 2.3 levels gained, also exceeding the expected gain. Although pupils in all grades (1-3) met the respective criteria for mastery on FORM A of the Sight and Sound Phonics Inventory, pupils in grades two and three did not attain expected levels of mastery on FORM B, which tests more advanced skills.

Objective 2: To teach intermediate and secondary grade pupils basic skills in reading so that they will evidence (a) mastery of 70% of the Reading Competency Tests taken, (b) mastery of 90% of FORM B tests and on the average three subtests

of FORM C of the Sight and Sound Phonics Inventory, and (c) an average gain of two reading levels through level 8 and one level thereafter as measured by the Secondary Reading Inventory.

This objective was partially attained. Participating intermediate and secondary grade pupils attained mastery of the Reading Competency Tests taken at the expected rate, but did not attain mastery of all specified parts of the Sight and Sound Phonics Inventory at the expected rate; reliable data were not available to determine attainment of the expected gains on the Secondary Reading Inventory.

The 41 participating pupils in grades seven and eight passed 76% of the Reading Competency Tests on the first attempt thereby meeting the 70% criterion. However, only 83% of the pupils, not the expected 90%, were able to show mastery of FORM B of the Sight and Sound Phonics Inventory while meeting the criterion of averaging three subtests on FORM C. Due to administration of an experimental instrument with, as yet, an unknown testing characteristic, a reliable determination of gain on the Secondary Reading Inventory could not be made.

Objective 3: To teach primary-grade pupils the fundamentals of arithmetic so that the average pupil will reinforce or remediate 15 arithmetic skills below their instructional level as measured by mathematics skills tests administered as part of the program.

This objective was not attained. The 150 participating pupils showed they had mastered an average of 4.5 arithmetic skills diagnosed as deficient and below their instructional level, although 15 were expected. Attendance by the children in the centers only once per week and lack of aides to assist the teachers was cited by the project staff as the reason for the discrepancy.

IMPACT

All components of the Computer-Managed Instruction project were fully implemented. Two primary-grade reading centers, three secondary-grade reading centers, four primary-grade mathematics centers, and five mathematics and language-arts reinforcement centers provided computer-managed individualized multi-media instruction. Participating pupils at all levels showed achievement gains, although not always at the rate or levels of mastery specified. Primary-grade children surpassed both expected rates of mastery on the Read-On Criterion Tests and made the expected gain on a group informal reading inventory. They did not meet the expected rates of mastery on the Sight and Sound Phonics Inventory at all grade levels. Likewise, secondary-grade children attained mastery on the Reading Competency Tests at the expected rate, but not on all specified parts of the Sight and Sound Phonics Inventory. Primary-grade children evidently participated too infrequently (once per week) and required more classroom help (an aide) to master the 15 skills expected.

READING IMPROVEMENT THROUGH TEACHER EDUCATION
(ESEA TITLE I COMPONENT)
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	2901 W. Allegheny Avenue
TELEPHONE:	BA 5-1914
PBRS CODE:	711-06-537
OPERATING YEARS:	1972-1977
GRADES SERVED:	K-8
NO. OF PUPILS:	In-service staff-development project for 268 teachers
NO. OF SCHOOLS:	38
NO. OF EMPLOYEES:	Professional 9, Paraprofessional 0, Clerical 1
CURRENT BUDGET:	Regular $193,090, Summer None, Total $193,000
SERVICE PROVIDED:	Reading specialists serve as instructors, trainers, and helpers for the project teachers upon request.
EVALUATION TEAM:	Thomas Clark, Ethel K. Goldberg, Stuart Hoffman

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OBSERVED ACTIVITIES

The project's planned mode of operation was fully implemented. Contact Frequency Reports compiled by project staff indicated that the seven RITE specialists made 994 half-day visits to participating schools from September 1976 to April 1977. During these visits the staff held 1,347 conferences with principals, school reading coordinators, and other administrators. They also provided personalized consultation on reading instruction to teachers during 3,318 individual service contacts. Thirty beginning teachers received 704 (21%) of the contacts.

The two RITE kindergarten specialists made 319 half-day visits to kindergartens in project schools, during which they provided personalized service contacts to teachers in the forms of individual observations, demonstrations and conferences. The contacts were divided into the following categories: listening and language skills (28%), diagnosis and prescription (17%), grouping (14%), room arrangement (10%), visual displays (9%), curriculum planning (9%), classroom routines (8%), and use of paraprofessional help (5%).

As part of in-service development, RITE specialists also conducted 70 group meetings. There were two reading seminars for beginning teachers, six half-day meetings for kindergarten teachers, four cluster workshops for all project teachers and 58 individual-school group sessions.

ATTAINMENT OF OBJECTIVES

Objective 1: During the current school year the RITE staff will provide at least 1,800 individual service contacts to teachers in the areas of: reading approaches, diagnosis and prescription, varied independent activities, and reading lesson organization and management. A service contact is defined as a scheduled conference, an observation, or a demonstration. Project staff will complete Contact Frequency Reports every two (2) months.

This objective was attained. In Contact Frequency Reports completed every two months, project staff indicated that there were 4,888 individual service contacts to teachers from September 1976 to April 1977. Contacts covered the areas of reading approaches (40%), diagnosis and prescription (22%), varied independent activities (10%), and reading lesson organization and management (28%).

Objective 2: Kindergarten teachers receiving RITE services will improve their instructional skills so that they are able to: (a) diagnose and prescribe for individual pupil reading-readiness needs, (b) provide useful and varied activities for extending children's listening and language skills, and (c) organize and manage their classroom readiness programs. It is expected that there will be a statistically significant increase in the sampled teachers' postest scores over the pretest scores on the RITE Kindergarten Observational Rating Scale (KORS) (covering areas (a), (b), and (c).

This objective was fully attained. In the fall and again in the late spring ten out of 27 participating teachers were scored on the 32-item KORS. There was a statistically significant increase ($p<.01$) in the average of the teachers' scores from pretest to posttest on the Scale. Every teacher received a higher rating on the posttest than on the pretest, demonstrating improvement in her abilities to meet pupils' reading readiness needs.

Objective 3: Beginning teachers who receive RITE services during the school year will demonstrate increasing knowledge of the procedures of the DRA and increasing ability to interpret available test data as a basis for diagnostic-prescriptive teaching. This will be indicated by the median teacher's meeting the criterion for mastery on both sections of the RITE Case Study Instrument.

Because of the small number of returns of the RITE Case Study Instrument (6 out of 15 from the total population of 30), it could not be determined whether the objective was attained. However, on the Using Test Scores section, the median teacher received a score of 4, achieving mastery (or 4 out of 6 correct). In addition, four out of the six teachers tested achieved or surpassed the mastery criterion.

On the Using a DRA section, the median teacher scored 5.5, not meeting the mastery criterion (or 8 out of 12). Two of the six teachers successfully surpassed the mastery criterion.

IMPACT

The RITE project's intended mode of operation was fully implemented. In its elementary school component, RITE reading specialists provided in-service training through workshops and individual consultation to hundreds of primary and intermediate grade teachers. They also assisted principals and reading coordinators organize their school reading programs. RITE kindergarten specialists trained teachers to enhance pupils reading readiness through workshops, meetings, and individual service contacts focusing on readiness-skill instruction.

Review of Contact Frequency Reports revealed the RITE staff successfully completed almost 5,000 individual service contacts to elementary and kindergarten teachers pertaining to specific reading-instruction skills.

Systematic observation of kindergarten classrooms demonstrated that the project was successful in helping teachers diagnose and prescribe for readiness needs, create activities to extend pupils' listening and language skills, and organize and manage classroom readiness programs.

Because of the small number of returns of the RITE Case Study Instrument, it could not be determined conclusively whether elementary grade teachers had acquired mastery of skills needed to use reading test results and plan a Directed Reading Activity.

Evaluators observed a high quality and quantity of reading consultation services being provided by RITE staff specialists as well as an enthusiastic reception of those services by project teachers and administrators.

The project's impact was also demonstrated by the noticeable positive changes in teaching behavior (in reading approaches, diagnosis and prescription, creation of independent activities, and classroom organization and management) by projcet participants. The RITE project, characterized by intensive group and individual inservice training, continued to meet its goals of ongoing improvement in reading and reading readiness instruction.

COUNSELING SERVICES
Abstract

ADMINISTRATOR: Albert Bell
HEADQUARTERS: 9th floor, 219 N. Broad Street
TELEPHONE: 299-7431
PBRS CODE: 711-06-614
OPERATING YEARS: 1968-1977
GRADES SERVED: K-8
NO. OF PUPILS: Nonpublic 2,000
NO. OF SCHOOLS: Nonpublic 10
NO. OF EMPLOYEES: Professional 16, Paraprofessional 0, Clerical 1
CURRENT BUDGET: Regular $340,900, Summer None, Total $340,900
SERVICE PROVIDED: Children and teachers receive individual and group counseling services as requested by teachers.
EVALUATION TEAM: Marion Kaplan, Vivian Price

OBSERVED ACTIVITIES

The project's intended mode of operation was partially implemented. Counseling service was provided in all schools throughout the year. However, due to reductions in staff, the amount of weekly service to participating schools was reduced -- only one school received 2½ days of service from a 2 member team (the standard in previous years).

Project activities in the schools focused on the satisfactory disposition of all outstanding cases and the phasing-out of services. The types of services specified in the project's objectives were of secondary concern and were provided to a more limited extent than in past years.

ATTAINMENT OF OBJECTIVES

Objective 1: During the school year, the project staff will provide psychodiagnostic testing and evaluation for at least 270 pupils referred for academic, emotional, or social problems and they will provide remedial counseling help to at least 225 pupils identified as having academic, emotional, or social difficulties. Project staff will complete an individual Case Record Form for pupils referred for these services.

This objective was attained.

There were 916 instances of psychodiagnostic services provided for 617 pupils. Remedial counseling help (2,097 instances) was provided for 440 pupils.

Objective 2: During the school year, the project staff will provide an individualized learning therapy program for at least 30 pupils identified as having severe reading

disabilities. It is expected that 50% of these pupils will gain at least one book level, from pretest until posttest, on an Informal Reading Inventory. The project staff will complete an Individualized Learning Therapy Case Record Form for each student receiving this service.

This objective was not attained. Learning therapy services were provided for only 13 pupils.

Objective 3: During the school year, the project staff will provide preventive psychological services (such as group discussions to foster academic motivation, self awareness, and social interaction) to pupils in at least 40 classrooms. Project staff will maintain activity logs of preventive psychological services listing the nature of each activity and the number of pupils involved.

This objective was attained.

Preventive psychological services were provided for children in 44 classrooms. Additional preventive services were provided to teachers and to parents.

IMPACT

The reductions and changes in staff, which occurred at unexpected times created an uneven distribution of services across participating schools. The focus of staff activities, by necessity, was on short-term intervention and phasing-out of services.

Within the context of final year activities, the project was able to attain its objectives regarding the provision of psychodiagnostic services, remedial counseling help, and preventive services.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Abstract

ADMINISTRATOR: Eleanor Sandstrom
HEADQUARTERS: Room 300, 21st Street and Parkway
TELEPHONE: 299-7791
PBRS CODE: 711-02-551
OPERATING YEARS: 1966-1977 (Originally English as a Second Language)
GRADES SERVED: PK-12
NO. OF PUPILS: Public 2,270, Nonpublic 475
NO. OF SCHOOLS: Public 22, Nonpublic 9
NO. OF EMPLOYEES: Professional 59, Paraprofessional 6, Clerical 2
CURRENT BUDGET: Regular $1,124,000, Summer $26,000, Total $1,150,000
SERVICE PROVIDED: Teaching English to speakers of other languages
EVALUATION TEAM: Robert M. Offenberg, Bob Epstein, Carlos Rodriguez-Acosta

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OBSERVED ACTIVITIES

The project's intended mode of operation was implemented. A second revision of the ESOL Screening Test was completed by the project staff. This revised test was given in every school that had one or more teachers funded by Title I. The test was used in conjunction with teacher judgment for determining admission of pupils to the program. By January, 4,419 pupils had been screened.

To minimize the rescreening of pupils, two documents were produced from the ESOL Longitudinal File. Schools Lists showed English competence of pupils screened prior to September 1976 who were expected to attend each Title I school. The City-wide List showed similar information for all pupils ever screened for ESOL. This City-wide List facilitated the identification of pupils who should be in ESOL and who moved from school to school. If an ESOL teacher found a record of a pupil on one of the documents, a screening test was not required. The record guided placement of a pupil in the program. As a result of screening new pupils and using the computer-generated lists of the ESOL Longitudinal File, at least 3,047 pupils attending Title I schools were enrolled in ESOL by mid-year. The process of checking records, screening, and placement continued throughout the year.

During the fall, a survey was made of Title I schools not already served by bilingual or ESOL programs. Program candidates at these schools were screened by supervisory personnel in order to determine whether population shifts had created needs for this program at additional schools.

Sixty-one monitoring visits, at 21 different schools and at the Multilingual Resource Center, were conducted through April 1977. About half of the visits focused on screening. The remaining visits were equally divided between

observation of posttesting and observation of on-going classroom instruction. These visits suggested that the three activities, screening, instruction and testing, were carried out in accordance with the proposal. At many sites bilingual instruction supplemented English instruction. (The supplementation was partially supported by a bilingual-education grant at two sites.) At two sites, classroom facilities were judged to be a problem and one teacher was observed mixing English and the mother tongue of the pupils inappropriately.

In conclusion, the ESOL program was conducted in a manner consistent with the project proposal and aims. During 1976-1977 extraordinary efforts by project management and supervisors were devoted to assuring that all pupils who needed service were identified.

ATTAINMENT OF OBJECTIVES

Objective 1: The longer a pupil studies ESOL, the higher he/she will score on the Test of Aural Comprehension of English (TAC) when the pupil's background is taken into account. A regression equation computed on tests administered in March, 1977 will show a statistically significant relationship ($p<.10$) between the length of time a pupil studied ESOL and TAC scores when sex, age, grade, place of birth, mother tongue and length of residence on the mainland are controlled.

This objective was attained. The TAC was administered in March and April to 1,500 pupils attending schools with at least one Title I ESOL teacher. Analyses of Form A and Form B showed a positive relationship between test score and the length of time a pupil had been enrolled in an ESOL program. This relationship was significant ($p<.10$) independent of age, sex, grade, length of residence in an English speaking environment, and ethnic background.

Objecitve 2: Pupils enrolled in ESOL will show increased facility in speaking English as demonstrated by a statistically significant ($p<.10$) correlation between the number of months a pupil has studied ESOL and their scores on the speaking section of the ESOL Screening Test when the pupils' mastery of English at the time of enrollemnt is controlled.

This objective was considered partially attained. Mean scores of 140 subjects on the speaking sections of the ESOL Screening Test increased substantially from pre to post testing; but the correlations between post-scores and time in the program (with initial scores controlled) were not statistically significant. The lack of conclusive findings may be attributable to the dates that post tests were administered. Administration was concentrated in a two month period rather than spread out over a longer time span as required by the evaluation design. Thus external factors other than program participation cannot be ruled out.

Objective 3: Program staff will complete the formalization (begun in 1975-1976) of criteria to be used in determining which pupils should move to the regular school program from the ESOL program.

This objective was not attained. The project administrator and supervisory personnel met to discuss criteria for returning ESOL pupils to regular classes. A meeting was also held with the Executive Director of English and Language Arts. Because of the complexity of designing criteria, formalization of exit criteria across schools and components could not be completed. Therefore, teacher recommendations for 1977-1978 were gathered as part of the Spring ESOL Longitudinal File update.

IMPACT

Extraordinary efforts have been made by project management and supervisors in the identification of pupils with limited English-Speaking abilities. A survey was made of Title I schools which were not already served by bilingual or ESOL programs. Pupils were screened by program staff to determine whether population shifts necessitated additional program sites. Augmented screening was conducted at schools with Title I ESOL.

Conversation with program personnel and over sixty visits to site locations indicate that the ESOL program was conducted in a manner consistent with the project's intended mode of operations.

Analysis of 1,500 tests suggest that there was an increase in aural comprehension attributable to participation in the program. This increase was statistically significant even after controling for the effects of age, grade, sex, residence in an English-speaking environment and ethnic background.

Efforts to determine the impact of the program on aural production were less fruitful. Although pupils tested later in the year scored much higher on the speaking section of the test than they did when originally screened, this finding could be attributed to factors other than the program.

Establishment of formal criteria for returning ESOL pupils to the regular program has been elusive. This issue remains to be resolved.

ENGLISH AS A SECOND LANGUAGE--READINESS

Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	2901 W. Allegheny Avenue
TELEPHONE:	BA 5-1914
PBRS CODE:	711-06-504
OPERATING YEARS:	1971-1977
GRADES SERVED:	Kindergarten
NO. OF PUPILS:	Nonpublic 220
NO. OF SCHOOLS:	Nonpublic 5
NO. OF EMPLOYEES:	Professional 3, Paraprofessional 9, Clerical 0
CURRENT BUDGET:	Regular $148,200, Summer None, Total $148,200
SERVICE PROVIDED:	Project children receive instruction in English language and readiness skills three hours per day.
EVALUATION TEAM:	Marion Kaplan, Vivian Price

OBSERVED ACTIVITIES

The ESL-R project was fully implemented, as intended. Centers were located in 5 schools which had a high percentage of Spanish-speaking children. Each center was staffed by a teacher and one or two bilingual aides.

Children attended the centers for approximately 3 hours each day. The instructional programs stressed development of pupils' English-language skills. Pupils also received training in perceptual, motor, mathematics-readiness, and reading-readiness skills. The most frequently observed instructional grouping patterns were total class (usually for music or gross-motor skills activities) and 3 groups of pupils rotating among 3 activities.

Teachers used both English and Spanish as instructional languages, but by March, they were using English almost exclusively.

ATTAINMENT OF OBJECTIVES

Objective 1: Project pupils will improve their English language skills to the extent that (a) there will be a significant gain ($p<.05$) from September pretest to May posttest on the James Language Dominance Test (English subtest) and (b) at least seventy-five percent (75%) of the pupils classified in Category 1 (Spanish dominant) on the pretest of the James Language Dominance Test will be classified in at least Category 2 (Bilingual with Spanish as a home language) on the May administration.

This objective was attained. The James Language Dominance Test was administered to 109 pupils in September and again in May. A significant difference

($t=13.90$, $p<.0005$) was found between the pretest mean score (24.5) and the posttest mean score (33.8) on the English subtest. Of the 80 pupils classified in category 1 (Spanish dominant) on the pretest, 67 (83.8%) advanced to categories 3 through 4 on the posttest.

Objective 2: Project pupils will develop their reading readiness skills to the extent that 50% of them attain a raw score of 10 or more on Part 3 (Letters and Sounds) and 50% of them will attain a raw score of 17 or more on Part 4 (Aural Comprehension) of the Stanford Early School Achievement Test (SESAT) administered in May.

This objective was attained. The Letters and Sounds (Part 3) and the Aural Comprehension (Part 4) subtests of the Stanford Early School Achievement Test (SESAT) were administered to 127 pupils in May. On Part 3, 55.1% of them attained or exceeded the criterion score of 19. On Part 4, 61.4% of them attained or exceeded the criterion score of 17.

Objective 3: Project pupils will develop their mathematics readiness skills to the extent that, by May, 50% of them will have a raw score of 30 (the 0.8 GE level) as measured by the KeyMath Diagnostic Arithmetic Test.

This objective was attained. The KeyMath Diagnostic Arithmetic Test was administered to 131 pupils in May. Their median GE score was 1.3, and 89.3% of them attained scores equal to or greater than the criterion score (0.8 GE).

IMPACT

The ESL-R project was fully implemented at all five sites and was successful in helping Spanish-speaking children develop their English language and readiness skills.

All project objectives were attained. ESL-R's greatest success was in the area of mathematics-readiness. Eighty-nine percent of the pupils (more than the expected 50%) achieved or exceeded the mastery score of 0.8 GE, and their median score of 1.3 was well above the criterion. The project also experienced unusual success in having Spanish-dominant pupils (Category 1 on the James Language Dominance Test) increase their facility with English. Eighty-four percent of these pupils (more than the expected 75%) advanced to categories which indicated some degree of bilingualism.

EDUCATION IN WORLD AFFAIRS
Abstract

ADMINISTRATOR:	Margaret Lonzetta
HEADQUARTERS:	World Affairs Council, Wanamaker's, 13th and Market Streets
TELEPHONE:	LO 3-5363
PBRS CODE:	711-03-556
OPERATING YEARS:	1966-1977
GRADES SERVED:	4-12
NO. OF PUPILS:	Public 2,255, Nonpublic 490
NO. OF SCHOOLS:	Public 66, Nonpublic 11
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	Regular $117,500, Summer None, Total $117,500
SERVICE PROVIDED:	A basic skill program that promotes knowledge and understanding of current world situations and the interdependence of all nations. Books, magazines, booklets, films, guest speakers, trips, and conferences are planned and provided for participating students. Workshops and teaching guides are provided for teachers.
EVALUATION TEAM:	William E. Loue III, Judith Green Leibovitz, Lisbeth Sklar*

OBSERVED ACTIVITIES

Education in World Affairs, fully implemented according to its intended mode of operation, provided effectively coordinated programs for upper elementary, junior high, senior high, and special education students (83 classes in 68 public and 11 nonpublic schools). The project director and two liaison teachers worked together to organize special programs and trips, and to prepare and disseminate books, charts, posters, filmstrips, booklets, a Teacher's Guide that included suggested language-skill activities, and lists of suggested basic skill activities for each unit of study. Teachers who volunteered to act as project sponsors in their schools received these materials and services.

At the beginning of the project year, introductory planning workshops for elementary, junior and senior high level teachers were held at the project headquarters. Teachers in attendance were introduced to the topics, materials, and trips selected for this year. Teachers were encouraged to share experiences, and make comments, criticisms, and suggestions to the project staff.

The purpose of the project was to introduce participating students to the concept of world interdependence and to extend their knowledge of important global problems. Elementary and junior high students were taught four units each; special education groups studied three; senior high groups studied six topics currently in the news. Speakers visited the classrooms and talked about their respective countries or areas of expertise. Trips were taken to various

cultural facilities where specially prepared programs and lectures were presented to the students. Elementary classes developed original presentations which they gave at an end-of-year culminating activity held for each district. Senior high students participated in forums, seminars, a model United Nations, and a model Senate Hearing. Parents of special education students were invited to attend an end-of-year award dinner, where students and teachers entertained with original presentations.

ATTAINMENT OF OBJECTIVES

Objective 1: During the 1976-1977 school year, participating elementary, junior high, and senior high school teachers will receive at least ten (10) supplemental activities designed to promote the development of basic academic skills (reading, language arts, and/or mathematics) in each unit of study.

This objective was partially attained. Elementary teachers received five supplemental basic skill activity lists for four units of study. Each list included at least ten activities.

Junior high teachers received two activity lists for three units of study. One of these lists included fewer than ten activities specified in the objective.

Senior high teachers received only three lists of ten basic skill activities for six units of study. All of the senior high school lists were not completed because of the late appointment (March) of the senior high liaison teacher.

Objective 2: During the 1976-1977 school year, junior high and senior high school students will increase knowledge related to one randomly selected unit of study as evidenced by their written responses to an essay question administered as a pretest and posttest.

This objective was partially attained. In an attempt to pilot this new testing procedure, the evaluation team and the project staff developed separate essay tests for junior high and senior high students. Two classes at each level were selected by the evaluation team for the administration of the pretest and posttest. The data for each group were analyzed using a non-parametric statistic, the sign test. It was expected that a significantly greater number of students would include more facts about the unit topic on the posttest than on the pretest. The junior high school group (N=38) showed no significant increase. However, a significantly greater number ($p<.0005$) of senior high school students (N=42) included more facts about their topic on the posttest.

IMPACT

Education in World Affairs was fully implemented in 1976-1977 and gave participating students factual knowledge about important global problems and the concept of interdependence. Instruction was organized into manageable six-week units and

followed a multifaceted approach which included written material, charts, trips, and guest speakers. Elementary and special education classes entertained at end-of-year culminating programs. Evaluators' observations of EWA programs verified the active attendance and participation by students at every level; participants also appeared well prepared.

A significant number of senior high school students in a pilot group showed an increase in the number of facts they included about an EWA unit topic on a posttest; a significant increase was not evidenced in the posttest results of the junior high school pilot group.

This project enabled students to gain experiences and visit places they might never have seen. All classes were again given the opportunity to visit the United Nations. Selected high school students also went to Washington, D.C. and participated in all day Forums, Seminars, model Senate and United Nations programs. Guest speakers of various nationalities and professional backgrounds visited the project's classrooms and made presentations at special events.

Planning-workshop sessions for participating teachers provided an opportunity for dissemination of information and informal sharing of ideas among teachers and project personnel. The evaluation team concluded that the project integrated advanced educational practices with many of the finest available materials to provide a relevant, well-planned educational experience.

ELEMENTARY MATHEMATICS CLASSROOM AIDES

Abstract

ADMINISTRATOR: Alexander Tobin
HEADQUARTERS: Room 311, 21st Street and Parkway
TELEPHONE: 299-7811
PBRS CODE: 726-02-535 (Impact Aid-C)
OPERATING YEARS: 1976-1977
GRADES SERVED: 2-6
NO. OF PUPILS: 1,040
NO. OF SCHOOLS: 38
NO. OF EMPLOYEES: Professional 0, Paraprofessional 38, Clerical 0
CURRENT BUDGET: Regular $89,000, Summer None, Total $89,000
SERVICE PROVIDED: The classroom aides assist the Elementary Mathematics Resource Teachers and regular classroom teachers by working with selected pupils, performing clerical work, performing housekeeping tasks, and preparing and maintaining instructional materials.
EVALUATION TEAM: Arnold Escourt, Carrolyn Iwamoto*, Fleta Waters

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OBSERVED ACTIVITIES

In its first year of operation, the project was fully implemented according to plan. The Division of Mathematics Education provided 15 hours of intensive staff development in October and 12 additional hours during the school day. At these sessions, the aides learned about mathematics teaching techniques and activities for classroom use.

The evaluator interviewed and observed 15 of the 38 aides working under the supervision of an Elementary Mathematics Resource Teacher (EMRT) or a classroom teacher. All aides reported spending at least 75% of their time (15 hours) working with individual or small groups of pupils. They were observed assisting pupils with such topics as addition facts, number recognition, subtraction by borrowing, and place value. They were also observed marking papers and performing other clerical work, performing housekeeping tasks, and preparing and maintaining instructional materials.

ATTAINMENT OF OBJECTIVES

Objective I: The Part-time Elementary Mathematics Classroom Aides will assist the Elementary Mathematics Resource Teachers by working at least 75% of the time with individual or small groups of pupils in the Mathematics Center or the classroom during a mathematics lesson, and not more than 25% of the time performing clerical work, performing housekeeping tasks, and/or preparing and

maintaining instructional materials. These activities will be verified by the evaluator's examination of the aides' Weekly Schedules and observations made with the Observational Checklist.

The objective was fully attained. Using the Observational Checklist, the evaluator interviewed and observed 15 of the 38 aides. All aides were observed working with individual or small groups of pupils. Some aides worked with pupils with the Elementary Mathematics Resource Teacher (EMRT), some worked with their own group of pupils under the direction of the EMRT, and others worked with pupils with the classroom teacher. The aides were also observed performing clerical work, performing housekeeping tasks, preparing and maintaining instructional materials, and planning activities with teachers.

The Weekly Summary of Activities Log was collected three times for one week periods during the year. Examination of the logs indicated that aides had used their time as specified in the objective. They reported using an average of 78% of their time working with individual or small groups of pupils, and an average of 16% of the time performing clerical work, performing housekeeping tasks, preparing and maintaining instructional materials, and planning activities with teachers. The remaining 6% of the time was spent on other activities.

IMPACT

In its first year of operation, the project was fully implemented according to its planned mode of operation. The aides worked with individual or small groups of pupils under the direction of the Elementary Mathematics Resource Teachers and classroom teachers. Aides also assisted the EMRTs and teachers with their non-instructional tasks.

FOLLOW THROUGH (ESEA TITLE I COMPONENT)

Abstract

ADMINISTRATOR:	Leontine D Scott
HEADQUARTERS:	Room 510, 21st Street and Parkway
TELEPHONE:	299-7659
PBRS CODE:	711-01(02)-699, 711-01(02)-511, 711-14-748
OPERATING YEARS:	1968-1977
GRADES SERVED:	K-3
NO. OF PUPILS:	14,427
NO. OF SCHOOLS:	43
NO. OF EMPLOYEES:	Professional 103, Paraprofessional 472, Clerical 9
CURRENT BUDGET:	Regular $6,294,795, Summer $341,300, Total $6,636,095
SERVICE PROVIDED:	Seven of the 22 Follow Through models are represented in Philadelphia, each model-sponsor contracted to provide staff-development and consulting services for implementation of a specific instructional approach. Special funding is provided to develop effective levels of parent involvement and special supportive medical, dental, psychological, social, and nutritional services for pupils.
EVALUATION TEAM:	Thomas McNamara, Judith Goodwin, John McKinney Anne Lukshus, Janice Atkins

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OBSERVED ACTIVITIES

Although the intended mode of operation in the original program as a whole was considered to be partially implemented, the overall effort toward improving implementation noted in the 1975-1976 report was again in evidence in 1976-1977. Implementation in the Bank Street and the Behavior Analysis Models was maintained to the same high degree as reported in the past. Implementation in the Bilingual Model continued to improve as noted in 1975-1976; however one of the model's three schools is still considerably behind the others in implementation but has also improved. In the EDC Model implementation remains good overall; one of the three schools, however, appears well ahead of the others in consistency of effort. The improved implementation noted last year for the Florida Parent Model has plateaued in large measure because of staff turnover; better implementation efforts, however, were observed as the year progressed. The Parent Implemented and Philadelphia Process Models, both of which use the instructional approach developed in the latter model, continue to improve their level of implementation; consistent staff development, though this has had to be less frequent than desired because of budget limitations, has been a prominent factor in improvement.

Implementation of the parent involvement component is still at a very high level overall; the model-management system in particular is functioning effectively,

and policy advisory committees (PACs) are still highly active at almost all schools. Nevertheless, this component appears to be in need of some revitalization at a few of the original program sites.

The supportive services component continues to suffer from budget constraints brought on by no increases in program funding from year to year compounded with inflationary costs for services. There is evidence of widespread efforts, however, to search out the most economical, yet effective, sources for special contracts and to make the most favorable arrangemements possible with community service agencies.

The expansion program, which now spans the K-2 grade range, appears to be achieving satisfactory implementation overall. This is the first year the program has been spared a freeze on the use of funds at the most crucial times; extension of the program to second grade has accordingly proceeded more smoothly than was the case when it was introduced in kindergarten and first grade. Option IV (a derivative of the Bank Street approach) appears to be the best implemented of the expansion program's instructional approaches, though this may be substantially due to the fact that the philosophy and techniques of the approach were the most familiar to teachers prior to joining the program.

ATTAINMENT OF OBJECTIVES

Objective 1: A positive effect on pupil achievement will be attributed to the program if five of the following seven subobjectives are attained, based on the results of the February, 1977 city-wide administration of the Stanford Early School Achievement Test (SESAT) in Kindergarten, and the California Achievement Test (CAT) in Grades 1-3:

A. Kindergarten pupils in at least 3/4 of the expansion program schools will obtain a mean raw score in the Letters and Sounds and Mathematics subtests of the SESAT that falls within the same national pupil stanine as was achieved by those same schools in February, 1976.

B. In Total Reading and Total Mathematics on the CAT, first grade pupils in at least 3/4 of the expansion program schools will obtain a mean Achievement Development Scale Score (ADSS) that falls within the same national pupil stanine as was achieved by those same schools in February, 1976.

C. In Total Reading and Total Mathematics on the CAT, first grade pupils in at least 2/3 of the expansion program schools will have a lower percentage of pupils scoring below the National 16th percentile or a higher percentage scoring at or above the 50th percentile than the total first grade group in each district in which the schools are located.

D. In Total Reading and Total Mathematics on the CAT, second grade pupils in at least 2/3 of the expansion program schools will have a lower per-

centage of pupils below the National 16th percentile or a higher percentage at or above the 50th percentile than the total second grade group in each district where the schools are located.

E. *In Total Reading and Total Mathematics on the CAT, second grade pupils in five of the seven models in the regular program will have a lower percentage of pupils below the National 16th percentile or a higher percentage at or above the 50th percentile than the total second grade group in each district in which the models are found.*

F. *In Total Reading and Total Mathematics on the CAT, third grade pupils in at least four of the seven models in the regular program will have a lower percentage of pupils below the National 16th percentile or a higher percentage at or above the 50th percentile than the total third grade group in these same models in February, 1976.*

G. *In Total Reading and Total Mathematics on the CAT, third grade pupils in at least four of the seven models in the regular program will have a lower percentage of pupils below the National 16th percentile or a higher percentage at or above the 50th percentile than the total third grade group in each district in which the models are found.*

This objective was considered partially attained overall. Two subobjectives were fully attained; and for three others, the performance criteria were met in at least one of the two subject matter areas.

Three-fourths of the expansion program schools in both kindergarten and first grade obtained the same national pupil stanine in both reading and mathematics in 1977 as in 1976 testing. Five of the original program models in second grade and four in third grade had either a lower percentage of pupils below the 16th or a higher percentage at or above the 50th percentile than their respective total districts in Total Mathematics in 1977. Five of the original models in Total Reading and four in Total Mathematics in third grade had either a lower percentage of pupils below the 16th or a higher percentage at or above the 50th percentile in 1977 than in 1976 testing.

Objective 2: A positive effect on the provision of special supportive services will be attributed to the program if both of the following subobjectives are met:

A. *Provisions are made in each school for supplementary medical and dental services either through a negotiated contract or through specific arrangements of a non-contracted nature with agencies in the community.*

B. *The School Community Coordinator at each school visits at least 85% of the families who have children in Follow Through, and is consistently engaged in helping at least 50% of those families, identified as in need of social services.*

This objective was partially attained. At least half of the 18 original schools met the two subobjectives fully or to such an extent that partial attainment of the total objective is in order.

During 1976-1977 13 of the schools had either negotiated contracts or specific arrangements with community agencies for both medical and dental services. One other school had a contract for medical services only; two others for dental services only. The remaining two schools had no special arrangements for supplementary medical or dental services.

At least 85% of the families had been visited in eight schools; 51-84% in five other schools; the remaining five schools showed 40% or less visited. At least 50% of the families identified as in need of social services were being consistently helped in 15 of the 18 schools; two others were helping 30-39% of the needy families; one school was unable to provide this kind of help.

Objective 3: A positive effect on parent involvement will be attributed to the program if both of the following subobjectives are met:

A. The Executive Committee of the Parent Advisory Committee (PAC) at each school in the regular program will involve at least 15 other parents monthly in committee work to plan parent activities, and will work jointly with at least two community action groups on projects in the course of a year.

B. At least 70% of the parents in the program will attend one school meeting or affair during the school year and there will be at least one hour of parent volunteer time monthly to match the number of children in the program.

This objective was not attained.

In seven of the eighteen original schools at least 15 parents other than Executive PAC members were involved in committee work monthly; in five others 9-14 were involved, but in the remaining six schools only 8 or less. In ten of the schools parents worked jointly with at least two community groups during the course of the year; five other schools worked with at least one community group, but the remaining three did not engage in this kind of activity.

Seventy-percent of the parents of Follow Through children had attended at least one meeting during the year at 9 of the 18 schools; at least 35% of the parents had attended in five others, but less than this had attended in the remaining four schools. An average of one hour per month in volunteer time to match the number of Follow Through children was obtained in five schools; six others had at least a half-hour on the average, but the remaining seven had less than this.

IMPACT

Of the original program models Bank Street and Behavior Analysis continued to be very well implemented. The Bilingual Model continued to improve, especially in the school where this was most needed. The EDC Model continued to show good implementation. The Florida Parent Model showed a lag in implementation early in the year, but improved considerably over the ten months. The Parent Implemented and Philadelphia Process Models, which showed considerable improvement last year, appeared to attain an even higher level of implementation.

The expansion program, which consists of 4 options, is achieving satisfactory implementation overall. Introduction of the program at second grade was a smoother process than had been the case for the previous two grades. Option IV, a modified version of the Bank Street approach, appeared to be the best implemented of the Options. This may, however, be attributed to the basic philosophy and techniques of the model.

The global achievement objective was considered partially attained. Expansion program schools maintained the same relatively high level of performance of the previous year in both reading and mathematics at kindergarten and first grade. They did not, however, consistently outperform their respective total districts in these areas at first and second grade. Follow Through models in the original program met the performance criteria established in at least one of the two subject matter areas in second and third grade in comparison with their respective total districts, and in the latter grade also with respect to improved performance over 1976.

The parent involvement component, while continuing to be well implemented overall is in need of renewed attention at a number of sites, as is evidenced by the non-attainment of the objective in this area.

In the supportive services area, in spite of continued reduction of available funds, close to half of the eighteen original schools met the established criteria in full. Most of the other schools at least partially met the criterion.

Both the original and the expansion program are functioning well in general. Second grade performance in the expansion program is in need of improvement; but, it has only been in existence at this level for one year. Third grade performance in the original program, while continuing to improve, does not yet match the level of second grade performance. With respect to level of performance, the four highest achieving models continue to be Bank Street, Behavior Analysis, Parent Implemented and Philadelphia Process.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN

Abstract

ADMINISTRATOR:	Lurlene Sweeting
HEADQUARTERS:	Room 204, 21st Street and Parkway
TELEPHONE:	299-7842
PBRS CODE:	711-05-587, 711-05-588
OPERATING YEARS:	1968-1977
GRADES SERVED:	K-12
NO. OF PUPILS:	1,297
NO. OF SCHOOLS:	20 Institutions
NO. OF EMPLOYEES:	Professional 113, Paraprofessional 22, Clerical 4 (Most personnel provided by respective institutions)
CURRENT BUDGET:	Regular $152,686, Summer $161,314, Total $314,000
SERVICE PROVIDED:	Each institution has its unique program suited to its specific goals, emphasizing remedial and/or tutorial instruction in reading and/or mathematics.
EVALUATION TEAM:	William E. Loue III, Judith Green Leibovitz*, Lisbeth Sklar

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OBSERVED ACTIVITIES

During the regular school year, the project's intended mode of operation was fully implemented at ten institutions, and partially implemented at one. The nine remaining institutions provided only summer experiences for their eligible students.

In contrast to previous years, the majority of the institutions were able to begin their programs before mid-year. Programs varied widely among the institutions and included educational activities integrated within the institution's regular school day and tutoring activities taking place during or after school. All these programs involved either professionals and/or highly qualified volunteers supervised by a subject area specialist. The student generally received instruction individually or in small groups.

Seven institutions provided tutorial services. Four provided schooling on their campuses for children under their care. Both programs used Title I funds to provide instructional personnel, materials, and services that would otherwise be unavailable to their students.

The institutions have reorganized their programs to comply with the 1976 guidelines issued by the Pennsylvania Department of Education. In addition, many institutions have created and instituted evaluation plans to monitor the individual progress of their respective pupils.

ATTAINMENT OF OBJECTIVES

Objective 1: Each institution which provides mathematics instruction in this project will provide it from October to June to its underachieving children for a minimum of one hour per week per child. Detailed logs of the duration and content of each session will be maintained.

This objective was considered partially attained because of a late starting date at one institution and incomplete logs describing duration and content of instructional sessions at several institutions. The late starting date was related to procedural matters.

Objective 2: Each institution which provides reading instruction in this project will provide it form October to June to its eligible children for a minimum of one hour per week per child. Detailed logs of the duration and content of each session will be maintained.

This objective was considered partially attained because of a late starting date at one institution and incomplete logs describing duration and content of instructional sessions at several institutions. The late starting date was related to procedural matters.

Objective 3: Students receiving at least five weeks of mathematics instruction in this project during the 1976-1977 school year will improve their basic mathematics skills to the extent that teachers using the Institution Skill Record for Mathematics at the end of the students' respective participation in the project will rate 75% of them as having gained additional knowledge of fractions, addition, subtraction, word problems, multiplication and/or division.

This objective was fully attained. The 75% criterion was attained for fractions (87%), addition (93%), subtraction (91%), word problems (97%), multiplication (89%), and division (88%).

Objective 4: Studehts receiving at least five weeks of reading instruction in this project during the 1976-1977 school year will improve their basic reading skills to the extent that teachers using the Institution Skill Record for Reading at the end of the students' respective participation in the project will rate 75% of them as having gained additional knowledge of word recognition skills, comprehension, and/or oral reading.

This objective was fully attained. The 75% criterion was attained for word recognition skills (87%), comprehension, (91%), and oral reading (92%).

IMPACT

Two types of programs emphasizing basic skills were provided to eligible institutional students: individualized and small-group instruction. The one institution that did not begin its program when scheduled had experienced delays due to procedural matters.

Both objectives dealing with students' gains in reading and/or mathematics skills were fully attained. The objectives addressing the length of time that programs would operate and the maintenance of descriptive logs were partially attained. Consequently, intended services were provided to eligible children in reading and/or mathematics, and the majority of children receiving these services were reported to have gained some additional knowledge.

LEARNING CENTERS
Abstract

ADMINISTRATOR:	Lore Rassmussen
HEADQUARTERS:	Durham School
TELEPHONE:	732-3204
PBRS CODE:	711-02-541
OPERATING YEARS:	1966-1977
GRADES SERVED:	1-12
NO. OF PUPILS:	1,080
NO. OF SCHOOLS:	9
NO. OF EMPLOYEES:	Professional 14, Paraprofessional 3, Clerical 2
CURRENT BUDGET:	Regular $400,200, Summer $11,300, Total $411,500
SERVICE PROVIDED:	In LC laboratories a discovery-oriented approach engages children in game-like activities designed to promote learning of mathematics and other basic skills. The Teacher-Parent Center provides curriculum and skill development to teachers, aides, administrators, and parents on released-time and volunteer-time bases.
EVALUATION TEAM:	Thomas J. Clark, Ethel K. Goldberg, Stuart Hoffman

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OBSERVED ACTIVITIES

All three Learning Centers (LC) project components were fully operational during 1976-1977: LC laboratories operated in ten schools, the Teacher-Parent Center assisted School District staff and parents in making instructional materials and in learning instructional skills, and the headquarters office provided planning support to administrators.

Of eleven LC laboratories operating in ten schools, nine were oriented to mathematics instruction, and one each to the teaching of communication skills and industrial arts. On the average the LC teachers saw participating children 2-3 times per week, ranging from once to ten times. During 25 observations LC teachers generally used concrete mathematics teaching aids (hundred boards, Cuisenaire rods etc.) and provided applied mathematics experiences (graphing, measuring, etc.). Most of the labs were organized on a small group basis. Children were frequently given a choice of activities, including educational games (both commercial and teacher-made). While activities in the mathematics labs generally focused on basic arithmetic skills (addition, subtraction, place value), children participating in the Communications Center received instruction in and used a variety of media (closed circuit television, photography, drama, choral speaking, and creative writing).

The Teacher-Parent Center assisted teachers, parents, aides and administrators from virtually every Title I school and from 21 federally funded projects. The center staff received approximately 4,000 visitors who were assisted in constructing educational games, classroom furniture (triwall carpentry) and other instructional aids, and in learning new instructional skills (e.g., 73 workshops were given in such areas as learning activities to teach the alphabet, numbers, and numerals, developing learning centers activities, and ways to make grouping work in the classroom). Specific workshops were designed for staff members of several Title I projects, including the Elementary and Secondary Mathematics Resource Teachers and Benchmark teachers. Approximately 1,550 people participated in 25 in-school workshops conducted by the LC staff in areas such as tri-wall furniture, educational games and book-making. In addition to these on-site workshops, the adjunct Traveling Teacher Center visited 12 schools in two districts. This center, operated three days in each school in a location convenient to all school staff during prep periods, lunch and after school, enabled teachers and aides to construct classroom furniture and instructional aids. The center teacher frequently demonstrated uses of various instructional aids during these workshops.

The project's headquarters component met with most district superintendents to plan staff development activities in their respective districts, assisted in the coordination of staff and leadership development and participated in management of early childhood programs.

ATTAINMENT OF OBJECTIVES

Objective 1: Pupils in Learning Centers Labs, on the average, will gain at least one (1) instructional level in totcl mathematics ability as evidenced by 80% mastery on the respective Philadelphia Mathematics Evaluation Tests administered in September 1976 and May 1977.

This objective was attained.

The 323 participating pupils from five Learning Centers Labs tested in both September and May averaged 1.6 levels gained on the Philadelphia Mathematics Evaluation Tests, thereby exceeding the one level gain expected. Fully 90% of the children tested gained at least one level, and, according to the teachers, the remainder made progress on specific skills within their respective levels.

Objective 2: Pupils in the Douglass communications laboratory will demonstrate a proficiency in the use and techniques of media processes by producing a media product that, when shown to peer groups at Douglass, will communicate the major concepts that the creators of the media product intended. A sample of peer groups viewing the product will correctly identify 50% of the creator-intended concepts after being exposed to the media product.

This objective was attained.

After viewing a videotaped presentation of several Langston Hughes' poems, originally presented by Communications Lab children during a school assembly and for a parents' night, a random sample of 15 peer group children were able, on the average, to identify 60% of the creator-intended concepts during an interview by the Communications Lab teachers. All 15 children identified at least 50% of the concepts.

Objective 3: Teacher-Parent Center staff will provide 20% more on-site workshops for teachers and parents from September 1976 to May 1977 than they provided from September 1975 to May 1976 in which basic skills teaching materials and classroom furnishings will be made by participants as indicated by a log kept by the center staff.

This objective was attained.

The center staff conducted 25 on-site workshops during 1976-1977 versus 17 during 1975-1976, increasing the number of on-site workshops by 47%. The expansion of the on-site workshops thereby exceeded expectations in providing raw materials for and assisting teachers make tri-wall furniture, games and books in their own schools.

Objective 4: Teachers who have been voluntary participants in the Teacher-Parent Center for at least two years will report changes in teacher behavior and understanding of the Learning Center approach as evidenced by classroom atmosphere, materials selection, teacher behavior and pupil behavior as indicated by a Teacher-Parent Center Survey (self-report).

The attainment of this objective could not be determined because only 13 of 40 (33%) questionnaires mailed to participating teachers were returned. However, most of the 13 teachers who returned the open-ended questionnaires were able to describe their needs for coming to the center, how the center staff helped them meet these needs in continuing to grow professionally in areas such as classroom organization and approach toward children and teaching, and how learning games, instructional aids, and classroom furniture constructed by the participants at the center were used, including their effectiveness and durability.

IMPACT

The Learning Centers project fully implemented its three components: the Learning Centers Laboratories, the Teacher-Parent Center, and the Headquarters. Eleven Learning Centers Labs provided manipulative learning experiences in basic arithmetic and problem solving, communications and industrial arts. The Teacher-Parent Center assisted teachers, parents, aides and administrators from virtually every Title I school and from 21 federally funded projects to construct educational games, manipulative activities, and classroom furniture and to learn instructional

skills. Headquarters staff assisted school district administrators in planning staff development in their respective areas.

Three of the project's four objectives were attained; insufficient data were available to determine the attainment of one objective. Pupils in the Learning Center Labs exceeded the expected levels of performance both in basic arithmetic skills and in the use of techniques of media processes. Teacher-Parent center staff exceeded the criterion of providing 20% more on-site workshops in which basic skills teaching materials and classroom furnishings were made by participants in their own schools. Although too few questionnaires were returned to judge if teachers had changed their classroom behavior and organization as a result of participation in the Teacher-Parent Center, respondents reported that the center staff helped them both meet classroom needs and use manipulative instructional aids and classroom furniture constructed by the participants at the center.

MOTIVATION
Abstract

ADMINISTRATOR: Rebecca Segal
HEADQUARTERS: Room 318, 21st Street and Parkway
TELEPHONE: 299-7800
PBRS CODE: 726-04-555 (Impact Aid-C)
OPERATING YEARS: 1966-1977
GRADES SERVED: 9-12
NO. OF PUPILS: 3,869
NO. OF SCHOOLS: 11
NO. OF EMPLOYEES: Professional 41, Paraprofessional 9, Clerical 13
CURRENT BUDGET: Regular $1,201,960, Summer $4,600, Total $1,206,560
SERVICE PROVIDED: Students receive 45 extra minutes of mathematics or English instruction daily, and attend various extracurricular events throughout the school year.
EVALUATION TEAM: Joseph Meade

OBSERVED ACTIVITIES

The Motivation project was fully implemented in accordance with the intended mode of operation. The project's goals were the same at each site.

Students were block-rostered in their English and mathematics classes. In addition, they received five extra periods a week in mathematics or English. Students were provided with a counselor whose sole responsibility was to provide service to the Motivation students. Tutoring was available in varying amounts at each site.

Along with curriculum enrichment, the project provided students with cultural enrichment. Students attended out-of-class events such as operas, plays, museum exhibits, lectures, and movies, and were encouraged to watch educational shows on television and to participate in other individual activities.

ATTAINMENT OF OBJECTIVES

Objective 1: Twelfth-grade students in all Motivation sites will be accepted for admission at colleges and universities at a rate of 85% by June 1977.

This objective was considered attained. Of the 689 Motivation students in the Twelfth grade, 507 (74%) were accepted for admission to colleges and universities by June 1, 1977. This rate included Bok Vocational-Technical High School where only the cultural component of the program was provided. It was anticipated that the current rate of acceptances would continue through June, and that the stated criterion of 85% of Motivation seniors accepted for admission to colleges and universities would be attained by June 30, 1977.

Objective 2: Motivation students (11th and 12th grades) will have a higher daily attendance rate ($p<.10$) as compared with the city-wide 11th and 12th grade daily attendance rate.

This objective was considered attained. However, the statistical significance ($p<.10$) could not be determined because the intended t test was found to be inappropriate.

In October 1976, February 1977 and April 1977, 11th-grade Motivation students had average daily attendance rates of 87%, 89% and 81% respectively, while the corresponding city-wide attendance rates were 82%, 81% and 75% respectively.

In the same months, 12th grade Motivation students had average daily attendance rates of 87%, 89% and 81% respectively, while the corresponding city-wide attendance rates were 85%, 85% and 79%.

Thus in every comparison, the Motivation students surpassed the city-wide group of which they were a part.

Objective 3: Project pupils will develop their reading skills to the extent that 60% of them will maintain or increase their achievement levels as indicated by changes in their national percentile ranks on the California Achievement Test, 1970, Total Reading subtest from 1976 to 1977.

This objective was partially attained; twelfth graders met the criterion, but eleventh graders fell short. A sample of 138 twelfth-grade and 168 eleventh-grade Motivation students was used to measure the attainment of this objective. Ninety-five (67%) of the twelfth graders and fifty-four (32%) of the eleventh graders developed their reading skills to the extent that they maintained or improved their national percentile ranks.

IMPACT

The project was fully implemented in 1976-1977. By June 1, 1977, Motivation students were accepted for admission to colleges and universities at a rate of 74%; Motivation students (11th and 12th grades) surpassed the city-wide attendance rates, for the same grades; and 67% of the sampled 12th-grade Motivation students maintained or improved their Total Reading scores on the California Achievement Tests.

MULTIMEDIA CENTER

Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	2901 W. Allegheny Avenue
TELEPHONE:	BA 5-1914
PBRS CODE:	711-06-615
OPERATING YEARS:	1968-1977
GRADES SERVED:	K-12
NO. OF PUPILS:	Nonpublic 8,131
NO. OF SCHOOLS:	Nonpublic 48
NO. OF EMPLOYEES:	Professional 0, Paraprofessional 1, Clerical 3
CURRENT BUDGET.	Regular $128,900, Summer $13,100, Total $142,000
SERVICE PROVIDED:	The Multimedia Center provides a clearinghouse of audiovisual and other instructional materials that are related to the curricular needs of Title I pupils and their teachers.
EVALUATION TEAM:	Robert Reiter, Joseph Meade

OBSERVED ACTIVITIES

The project was found to be implemented in a manner consistent with the Title I Application.

The center's catalog listed 1,818 different items available for circulation among participating schools for periods ranging from a week to an entire semester. A contracted trucking service provided weekly pickup and delivery to the schools. Students and parent aides were trained in the use of audiovisual equipment; 1,787 pieces of such equipment were housed on a continuing basis in the participating schools.

ATTAINMENT OF OBJECTIVES

Objective 1: During the current school year, the Multimedia Center will provide audiovisual and other instructional materials that are related to the curricular needs of educationally deprived pupils. It is expected that the teachers will use an average of 35 materials during the year, as measured by the Multimedia Center Survey.

This objective was partially attained -- specified types of materials were provided, but the rate of use by teachers was lower than the expected average. The Multimedia Center filled 6,222 requests for its circulating materials during the school year. The average teacher reported using 22 different items, primarily to supplement or reinforce ongoing classroom instruction -- especially in reading/language arts. Of 365 teachers responding to an evaluative question on the Multimedia Center Survey, more than 93% indicated satisfaction with the project's services.

Objective 2: During the school year, the coordinator of the Multimedia Center will provide paraprofessional aides with a minimum of 2½ hours of in-service training in the classroom use of audiovisual and other instructional materials. An activity log of the training will be maintained by the coordinator.

This objective was attained. At least 3 hours of individual or small-group training in the operation, care, and appropriate use of audiovisual equipment and materials were given at the Multimedia Center to 19 aides designated by the respective principals of 13 participating schools. Fifteen of the aides gave their training the highest rating ("excellent") on a 5-point scale.

Objective 3: During the school year, the coordinator of the Multimedia Center will provide sixth-grade students, selected by their schools for participation in Cadet Corps, with a minimum of 1½ hours of training in the use of audiovisual hardware. An activity log of the training will be maintained by the coordinator.

This objective was attained. Small-group training sessions averaging approximately 2½ hours were given to 141 students (126 of them in Grade 6) designated by their respective principals at 34 participating schools. Of 33 principals responding to a questionnaire, 29 rated the performance of trained Cadet Corps students "good" or "excellent."

IMPACT

Fully implemented in harmony with the Title I Application, the Multimedia Center project has continued its programs of circulating audiovisual and other instructional materials appropriate for remediation of eligible students' educational deficiencies, providing and maintaining audiovisual hardware for classroom presentation of those materials, and training paraprofessional aides and students to operate such hardware. Aides, teachers, and principals have continued to express high levels of satisfaction with the project's services.

SCHOOL-COMMUNITY COORDINATOR

Abstract

ADMINISTRATOR:	Alfonso Williams
HEADQUARTERS:	Room B-3, Stevens School
TELEPHONE:	MA 7-1282
PBRS CODE:	711-17-505
OPERATING YEARS:	1966-1977
GRADES SERVED:	PK-12
NO. OF PUPILS:	49,000
NO. OF SCHOOLS:	150
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 172, Clerical 2
CURRENT BUDGET:	Regular $2,321,100, Summer $15,400, Total $2,336,500
SERVICE PROVIDED:	The project employs community residents to work with school children, students, parents, and school staffs, satisfying needs, transmitting information, promoting mutual understanding, and encouraging participation between the school and the community.
EVALUATION TEAM:	Arnold Escourt, Carrolyn Iwamoto, Fleta B. Waters*

OBSERVED ACTIVITIES

The School-Community Coordinator (SCC) project's intended mode of operation was fully implemented. The evaluators found that all SCCs provided services to Title I students by (a) having in-school contacts with children, (b) maintaining a file of children eligible to receive services (c) responding to requests from staff and principals for home-visit conferences with parents, (d) working with the community in projects of interest to students and their parents, (e) conducting cluster meetings for parents concerning children's needs, and (f) informing parents about school programs and services.

At least one SCC was assigned to 150 selected elementary and secondary schools. In 13 of the schools with a large population of Spanish surnamed children, an SCC was bilingual. Nine of these schools were served by two SCCs.

Area coordinators were observed working with the SCCs. The acting project administrator continued in his role as supervisor since the project director was on a sabbatical leave for the school year.

ATTAINMENT OF OBJECTIVES

Objective 1: Eighty percent of the school-community coordinators will complete an average of 3.5 out-of-school conferences, seven for two days, including home visits for each day of service they provide each month to participating ESEA,

Title I pupils in the areas of attendance, basic skills and work habits, behavior, health and the general well-being of these students. These conferences will emanate from school or self-initiated referrals. This will be verified by inspection of monthly reports and pupil referral forms maintained by the school-community coordinators.

This objective was not attained. During three sample months (October, November, and March) less than 80% of the SCCs held 3.5 out-of-school conferences for each day of work. However, during October and November 77% and 76% of the coordinators averaged 4 out-of-school conferences per working day. Sixty-five percent attained the objective in March.

Objective 2: Ninety percent of the school-community coordinators will provide in-school services to a minimum of 20 participating ESEA, Title I pupils each month relative to their needs or problems. This will be verified by inspection of monthly reports maintained by the school-community coordinators.

This objective was not attained. March was the sample month in which most of the SCCs (77%) achieved the objective. Overall, during the three sample months, SCCs attaining the objective averaged 39 in-school services with pupils for two months and 38 for one.

Objective 3: Ninety percent of the school-community coordinators will provide ten cluster meetings of parents of ESEA, Title I children each year related to topics of concern of needs of the children.

This objective was not attained. A School-Community Coordinator Cluster Meeting Survey showed that 76% of the coordinators averaged 13.3 parents' cluster meetings over the school year.

IMPACT

The project's intended mode of operation was fully implemented. The SCCs concentrated their services on Title-I-eligible pupils and their parents or guardians. They devoted primary attention to the attendance, basic skills and work habits, behavior, health and general well-being of these pupils. SCCs involved the parents of Title-I-eligible pupils in the Parent Partnership Workshops. Through their participation, parents increased their understanding of the school's program and recieved information about helping their children with the learning process.

The three project objectives were not attained. During three sample months 77%, 76%, and 65% of the SCCs (instead of the expected 80%) held at least 3.5 out-of-school conferences per working day. Although 90% of the coordinators did not hold a minimum of 20 in-school contacts with pupils, SCCs attaining the objective provided at least 38 in-school contacts with Title-I-eligible pupils

during three sample months. Seventy-six percent of the SCCs (instead of 90%) averaged 13.3 parents' cluster meetings over the school year -- 3.3 more than the expected ten.

Area coordinators (AC) visited their assigned SCCs at least once a month and assisted them by providing information, answering questions, and checking records. Both ACs and SCCs served as key communication links between neighborhood schools, parents, the community, and local organizations.

The acting project administrator continued his role as supervisor.

SUMMER READING READINESS
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	2901 W. Allegheny Avenue
TELEPHONE:	BA 5-1914
PBRS CODE:	711-06-651
OPERATING YEARS:	1972-1977
GRADES SERVED:	K-1
NO. OF PUPILS:	Public 800, Nonpublic 1,700
NO. OF SCHOOLS:	Nonpublic 35
NO. OF EMPLOYEES:	Professional 156, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	Regular None, Summer $125,200, Total $125,200
SERVICE PROVIDED:	Children from eligible public and nonpublic schools attended designated centers each morning for approximately six weeks during the summer for appropriate learning experiences.
EVALUATION TEAM:	Robert Reiter, Joseph Meade

OBSERVED ACTIVITIES

The project was fully implemented in a manner consistent with the Title I Application. After a mid-May preregistration of 1,056 pre-first-grade children (Priority 1) and 641 low-achieving first graders (Priority 2), the project was actually attended by 1,011 Priority 1 and 447 Priority 2 children. There were 123 classroom groups at the 35 participating schools. Each group had its own teacher and usually included children of only one priority classification.

Excellent rapport between the children and their teachers was evident to the visiting evaluation team. In a generally informal atmosphere, the children were experiencing both "school" and "fun" as they engaged in such activities as group oral drills, individual motor-coordination practice, and well-planned learning games.

ATTAINMENT OF OBJECTIVES

Objective 1: At the conclusion of the six-week project term, at least 60% of the pre-first-grade pupils who attend at least 75% of the project sessions will have acquired skills in aural comprehension (such as abilities to pay attention to, organize, infer from, and retain what has been heard) as indicated by the attainment of a score of at least 18 correct items out of 28 on Part 4, Aural Comprehension, of the Stanford Early School Achievement Test (SESAT).

This objective was fully attained. Of the 723 Priority 1 children who attended at least 21 of their 28 sessions, 669 had Part 4 scores reported by their project teachers. Of those, 455 (68%) attained the criterion score of at least 18 correct items. This percentage surpassed the specified minimum of 60%. Of the 35 schools in the project, 26 had success rates of at least 60%.

Objective 2a: At the conclusion of the six-week project term, at least 60% of the underachieving first-grade pupils who attend at least 75% of the project sessions will have improved their basic reading-readiness skills to the extent indicated by mastery of consonants and vowels specified for their respective entry levels, such mastery recorded on the project's Diagnostic Profile.

This objective was not attained. The pupil's mastery or nonmastery of each of 74 elements (single consonants and vowels in various contexts) was recorded in May by the first-grade teacher and in the final week of the project by the pupil's summer teacher. Expected growth was on a sliding scale keyed to the individual's developmental level in May.

Of the 283 Priority 2 children who attended at least 21 of their 28 sessions, 204 had usable Diagnostic Profiles submitted by their summer teachers. Of those, 116 (57%) made the amount of progress specified for their respective entry levels. This percentage fell short of the minimum expectation of 60%. Of the 27 schools that submitted usable profiles, 13 had success rates of at least 60%.

Objective 2b: At the conclusion of the six-week project term, at least 60% of the underachieving first-grade pupils who attend at least 75% of the project sessions will have improved their basic reading-readiness skills to the extent indicated by recognition of at least 15 new words (or mastery of the entire list) on the Sight Word List.

This objective was fully attained. The pupil's mastery or nonmastery of each of 60 preprimer and primer words was recorded in May by the first-grade teacher and in the final week of the project by the pupil's summer teacher.

Of the 283 Priority 2 children who attended at least 21 of their 28 sessions, 244 had usable Sight Word Lists submitted by their summer teachers. Of those, 177 (73%) made the amount of progress specified in the stated objective. This percentage surpassed the minimum expectation of 60%. Of the 29 schools that submitted usable forms, 22 had success rates of at least 60%.

IMPACT

The Summer Reading Readiness project served 1,011 children about to enter first grade and 447 children who had completed the first grade with less-than-satisfactory academic achievement. The project was fully implemented in harmony with the Title I Application.

Of the preschoolers who attended at least three fourths of the project sessions and took the SESAT Aural Comprehension subtest, 68% earned the specified score of at least 18 correct items. Of the first graders who attended at least three fourths of the project sessions and were rated on the Diagnostic Profile and/or the Sight Word List, 57% made the specified gains in mastery of single vowels and consonants in various contexts, and 73% made the specified progress in word recognition. Thus, with each of its objectives calling for 60% of the pupils to meet its respective criterion, the project attained its objective for the pre-first-grade children and one of its two objectives for the low-achieving first graders.

SUMMER SPECIAL EDUCATION
Abstract

ADMINISTRATOR: Winifred L. Tillery
HEADQUARTERS: Stevens Administrative Center, 1st floor
TELEPHONE: 299-7248
PBRS CODE: 726-05-724 (Impact Aid-C)
OPERATING YEARS: 1971-1977
GRADES SERVED: Ungraded
NO. OF PUPILS: 740
NO. OF SCHOOLS: 6
NO. OF EMPLOYEES: Professional 0, Paraprofessional 0, Clerical 0
CURRENT BUDGET: Regular None, Summer $150,000, Total $150,000
EVALUATION TEAM: Marion Kaplan, Vivian Price

OBSERVED ACTIVITIES

In 1976-1977, the project's intended mode of operation was partially implemented, the position of project job coordinator was not funded. Approximately 296 students were enrolled in summer instructional programs for the orthopedically handicapped (OH) and trainable mentally retarded (TMR). With the exception of vocational training workshops for retarded trainable students, all programs included enrichment activities.

ATTAINMENT OF OBJECTIVES

Objective 1: Summer regression of special education students in the project will be controlled to the extent that 60% of them will maintain their acquired levels of development, as indicated by teachers' end-of-project ratings of students' progress.

This objective was attained.

Teacher ratings of specific skills of OH students at the Widener School indicated that all of the students either improved or maintained their respective levels in reading and/or mathematics. Of 136 OH students rated in social skills, 11% improved and 89% maintained their levels.

Teacher ratings of the retarded educable students (TMR) (at Bartlett, Brooks and Muhr) indicated that all of the students either improved or maintained their respective skill levels in all shop-related areas. Of the 65 TMR students rated in social skills, 8% improved and 91% maintained their levels.

Objective 2: Supportive services will be given to the special education students in the project to the extent that (c) at least two-thirds of the Orthopedically Handicapped students in the project will receive physical therapy and/or occupational therapy as verified by evaluators' inspection of teacher records, and (b) the project's job coordinator will visit and/or otherwise contact each student job site to provide counsel to participating students and/or their employers as verified by evaluators' inspection of the job coordinator's records.

This objective was partially attained. The job coordinator position was not funded for this year.

Of the OH students at the Widener School, 142 (73%) of the 195 received physical therapy and/or occupational therapy. Thirty-six students received speech therapy, 11 students received swimming therapy, and 2 students received functional therapy.

IMPACT

The Summer Special Education project offered exceptional students the option of continuing to receive the instructional and therapeutic services provided during the regular school year. Student progress reports indicated that all of the instructional and therapeutic programs were successful in maintaining and/or improving the students' achievement levels in academic, social, and vocational skills and in providing physiological therapy. The inclusion of enrichment activities in the program for the orthopedically handicapped provided additional benefits for participating students. The position of project job coordinator was not funded this year.

SUMMER COMPONENTS OF TITLE I ESEA PROJECTS

Evaluations of the summer components of Title I projects are reported consecutively in the following order:

Affective Education
Benchmark
Bilingual Education
Comprehensive Mathematics Project - A
Comprehensive Reading Project:
- District 1 Reading
- District 2 Reading
- District 3 Reading
- District 4 Reading
- District 5 Reading

Computer Managed Instruction
Institutions for Neglected and Delinquent Children
Learning Centers
Motivation
Multimedia Center
School Community Coordinator

Information regarding these summer components is presented substantially as the respective project administrators and/or district research associates responded to a six-item Summer Evaluation Summary form distributed to them by the Department of Federal Evaluation Resource Services:

1. Name of Project _____
2. List the goals of the summer component of your project.
3. Describe the activities employed to attain these goals.
4. List which goals were attained and cite evidence to support your belief.
5. Describe the goals that were not attained and the reason why.
6. List programmatic changes and recommendations that will aid in the attainment of goals in future years.

AFFECTIVE EDUCATION
(Summer Component)

GOALS SET:

1. To prepare training designs and training materials for use in connection with workshops to be led for teachers, aides, parents and administrators.

2. To develop and refine methods and delivery systems for use in long term staff development work such as Communications Network, Schools For All Ages, and Parenting.

3. To finalize staff development meeting times and new commitments with district superintendents and principals.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Staff prepared new designs, revised old designs, and brought together material for use with these designs.

2. Meetings were held to plan delivery system for Affective Education Program long term groups. Schedules were outlined and appropriate people contacted.

GOALS ATTAINED:

1. Goal #1 was fully attained. Designs on file, materials prepared and duplicated.

2. Goal #2 was completed to the best of our ability, given the unusual circumstances of so many people not being available due to the budget problem.

3. Goal #3 was attained to the extent possible given all the uncertanties of staffing problems for the new school year. Some decisions are being held until September when a more accurate indication will be possible of who will be where.

GOALS NOT ATTAINED:

See above. Main problem was uncertainty and people not being available due to budget problem. Also, we operated without a secretary.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

1. Necessary to have secretary all summer.
2. Important to have funds to hire people for one month in summer so that leadership of Schools For All Ages program will be carried out.

BENCHMARK
(Summer Component)

GOALS SET:

1. To review the 1976-1977 achievement based upon observations, data collected and reports by Field Coordinators.

2. To plan for the 1977-1978 program. (Significant changes in personnel and program format were necessary.)

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Meetings with Field Coordinators

2. Review of data with research associate

3. Meetings with University personnel

4. Consulted with Office of Federal Program and Personnel Division

GOALS ATTAINED:

All of the goals were attained.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

A summer staff development activity for all personnel in the Benchmark Program would assist in providing a more efficient method of attaining instructional improvement. Summer activities would not disrupt the normal school program. This is especially true if changes in the program structure are necessary.

BILINGUAL EDUCATION
(Summer Component)

GOALS SET:

To plan the effective implementation of the project's activities for the 1977-78 scholastic year. Areas of concern included: Evaluation, Curriculum Planning and Revision, Assemblies and In-Service Programs, Creation and/or Adaptation of Informal Reading Inventories in English and Spanish, Reorganization of instructional and supplementary materials, updating of student records, screening of Hispanic students newly enrolled in the feeder schools, and a follow-up survey of students screened out of the program and those mainstreamed after receiving service.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

Consultation with: Evaluators from the Office of Research of the School District of Philadelphia, the Assistant Superintendent of Schools and the Director of the Spanish-Speaking Apostolate Office of the Archdiocese of Philadelphia, principals and pastors of feeder schools. Review of available bilingual materials and of available resources for staff development. Review of materials and of available resources for staff development. Review of curriculum guidelines issued by the Curriculum Office of the Archdiocese of Philadelphia and of the School District of Philadelphia.

GOALS ATTAINED:

All of the goals cited above were attained to some degree. The evaluation design has been included in the 1977-1978 proposal; Informal Reading Inventories are duplicated and ready for use in September; Language Arts guidelines have been adapted for use in September; Updated copies of student records have been prepared for distribution to Feeder Schools; Materials have been categorized and organized; A Calendar of events has been drafted for September distribution.

GOALS NOT ATTAINED:

In-service Programs--pending confirmation by chairpersons.
Follow-up Survey--unavailability of Feeder School personnel during summer vacation.
Screening process is on-going; therefore, it is considered incomplete.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

A serious study of the results of the Follow-up Survey is recommended in order to determine the effectiveness of the Screening and Mainstreaming procedures used in the program.

COMPREHENSIVE MATH PROJECT - A
(Summer Component)

GOALS SET:

1. To provide appropriate staff development for teachers in program.
2. To collect and analyze scores on Math Levels & CAT Tests to determine effectiveness of the program.
3. To produce data sheets summarizing instructional levels growth - 1976-77.
4. Requisition instructional materials for use in 1977-78 school year.
5. Plan staff development programs for 1977-78 for EMRTs and aides.
6. Balance expenditures for 1976-77 school year.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. A voluntary two-week staff development program was held from June 27 to July 8, 1977 at E. Washington Rhodes Middle School.
2. Test scores on Math Levels and CAT Tests were analyzed.
3. Levels growth data sheets are currently being summarized.
4. Staff development programs for 1977-78 have been tentatively planned.
5. All fiscal reports for 1977-78 have been reviewed and adjusted.

GOALS ATTAINED:

All goals have been attained or will be attained in the near future:

1. Staff development program completed.
2. All test scores analyzed.
3. All fiscal data sheets reviewed and balanced.
4. Staff development programs for 1977-78 tentatively planned.
5. Levels growth data sheets being summarized now.

GOALS NOT ATTAINED:

No instructional materials for 1977-78 were requisitioned because no allocations were made for this purpose.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

None.

DISTRICT 1 READING
(A Summer Component of the COMPREHENSIVE READING PROJECT)

GOALS SET:

1. To summarize Phonics Inventory Data by grade and school.
2. To summarize CAT data by school for District Superintendent.
3. To summarize Intermial Reading Inventory results by school.
4. To complete Non-Technical Report.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Collect all phonics data, compute averages by subtest, compute mastery by subtest. Place on individual school report sheets.
2. Create school reporting sheets. Enter data by grade for Total Math and Total Reading.
3. Collect all IRI data, compute averages and enter on school reporting sheets.
4. Use data from Phonics and CAT to evaluate objectives for Non-Technical Report.

GOALS ATTAINED:

1. Report to District Superintendent.
2. Report to District Superintendent.
3. Report to Assistant Director, ORE, POES.

GOALS NOT ATTAINED:

None.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

None.

DISTRICT 2 READING
(A Summer Component of the COMPREHENSIVE READING PROJECT)

GOALS SET:

1. To complete evaluation of the 1976-1977 year's effort.
2. To plan for services to be provided in 1977-1978.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Non-Technical Report was completed.
2. School and District data was displayed in Graphic Form.
3. School Characteristics data and Reading Resources data were completed.
4. Informal Reading Instruments were studied further.
5. S.R.A. Manual was written.

GOALS ATTAINED:

All of the activities under "3" above were directed toward the first objective.

GOALS NOT ATTAINED:

The planning goal was not achieved due to the unknown level of personnel resources for the coming year.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

Continue the use of objectives and instruments aimed at diagnostic and placement services.

DISTRICT 3 READING
(A Summer Component of the COMPREHENSIVE READING PROJECT)

GOALS SET:

1. To complete the evaluation of the 1976-1977 year's effort.
2. To plan for services to be provided in 1977-1978.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Non-Technical Report was completed.
2. School and District data was displayed in Graphic Form.
3. Standardized Test Data and District Evaluation Results were reported to the District Superintendent and principals.

GOALS ATTAINED:

The evaluation was completed as evidenced by the completed Non-Technical Report.

GOALS NOT ATTAINED:

The planning objective could not be carried out due to a lack of administrative and supervisory personnel and uncertain resources for the coming year.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

Continue diagnostically oriented testing services and staff development sessions which help the reading teachers to utilize the data provided.

DISTRICT 4 READING
(A Summer Component of the COMPREHENSIVE READING PROJECT)

GOALS SET:

1. To summarize Phonics Inventory data by grade and school.
2. To summarize CAT data by school for District Superintendent.
3. To complete Non-Technical Report.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Collect all phonics data, compute averages by subtest, compute mastery by subtest. Place on individual school reporting sheets.
2. Create school reporting sheets. Enter data by grade for Total Math and Total Reading.
3. Use data from Phonics and CAT to evaluate objectives for Non-Technical Report.

GOALS ATTAINED:

1. Report to District Superintendent.
2. Report to District Superintendent.
3. Report to Assistant Director, ORE, POES.

GOALS NOT ATTAINED:

None.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

None.

DISTRICT 5 READING
(A Summer Component of the COMPREHENSIVE READING PROJECT)

GOALS SET:

1. Complete the Reading Program Evaluation.
2. Produce Ancillary Reports - rankings, summaries, etc. - based on CAT information.
3. Summarize Lippincott information as to Checkpoint.
4. Review and comment on relevant Early Childhood activities.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Gather pertinent information and present it in readable form.
2. Expand upon key points considered in this information and develop it in line with the objectives of the program.
3. Collect and summarize school basal information on student progress.
4. Make recommendations on the District's Early Childhood Program. Review assessment instruments and comment on them.

GOALS ATTAINED:

1. The Report was produced.
2. Ancillary Reports were produced.
3. Summary Reports were produced.
4. Activities were reviewed.

GOALS NOT ATTAINED:

Not Applicable.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

Not applicable.

COMPUTER-MANAGED INSTRUCTION
(Summer Component)

GOALS SET:

1. Revision of instructional materials to adapt them to program strategies and techniques.

2. To develop and/or select additional off-line instructional materials and continue identification, classification, and codification of existing materials for integration into total system.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

The success of this program depends on the execution of a "built-in" continuous evaluation-revision-development process. Through this process segments of the program which are not meeting criteria of performance established by the staff are identified and suitable revisions or substitutions are made.

GOALS ATTAINED:

1. Substantial amount of material was revised or added to off-line resources.

2. Program revisions which should strengthen the program were accomplished.

GOALS NOT ATTAINED:

None

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

Changes are aimed at making the program more operational than developmental. This should allow program to be available to a greater number of eligible students.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN:
ASSOCIATION FOR JEWISH CHILDREN
(Summer Component)

GOALS SET:

Pupils will demonstrate improvement as measured by performance (grade level) on achievement tests.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

Children in program received tutoring in basic skills - reading and math.

GOALS ATTAINED:

Children who participated fully in the program did demonstrate improvement in basic skills as evidenced by post-test scores on standardized achievement tests.

GOALS NOT ATTAINED:

These children who did not participate fully in the program did not achieve as much as had been expected.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

1. Possibly rescheduling program to other times of the day or evening for some children who then might be able to participate more fully.

2. For some children, the possibility of moderately long-range assignments to allow some carry-over if program has to be interrupted briefly.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN:
CATHOLIC HOME FOR GIRLS
(Summer Component)

GOALS SET:

1. Reinforcement and Teaching Basic Skills in Addition, Subtraction, Multiplication and Division.

2. Application to Computation and Problem Solving using whole numbers, fractions, decimals, percents, algebra, and geometry.

3. Individualized instruction to effect grade level requirements according to diagnosis found in California Achievement Test battery.

4. Increase interest in learning.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Diagnostic testing at all levels.

2. Individualized instruction according to needs. (1 to 1 or 2 to 1 pupil-teacher ratio).

3. Games and devices for drill to strengthen skills.

4. Continuous Progress kits (Elementary and Secondary).

5. Imperial Tape program (Elementary and Secondary).

6. Evaluation tests at each level to ascertain progress.

7. Remedial help when needed.

8. Success oriented projects.

9. Pre and Post tests to evaluate progress.

GOALS ATTAINED:

1. Gains in grade levels (1 year) (60% of group).

2. Motivation toward learning increased.

3. Self image raised through achievement of success.

4. Interaction and counseling activated.

5. Speed and accuracy stepped up.

6. Pre and Post tests administered throughout.

GOALS NOT ATTAINED:

Some students had low attention span due to psychological circumstances of their lives. Their performance in the program was bolstered by extra-curricular activities such as art, music and cultural trips on the side.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

1. More cultural trips and activities will be planned on an extra curricular basis.

2. Pre and Post testings will accompany each student's class work.

3. Diagnostic and Evaluative tests will be administered before and after the duration of the program to allow more instructional time.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN:
GIRARD COLLEGE SUMMER SCHOOL
(Summer Component)

GOALS SET:

1. To remedy the scholastic failures from the winter.

2. Work to remove the specific weaknesses that caused palcement in summer school.

3. Work on boys' study habits.

4. Attempt to insure future success in school.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

Remedial Language Arts, Remedial Mathematics with supportive Arts & Crafts, individual attention given to each boy, low pupil-teacher ratio. One hour of study was provided for each hour of classroom instruction in addition to a study period of one hour every evening. Close supervision of the study halls by teaching staff also.

GOALS ATTAINED:

We believe the program was successful because there were only about a half dozen failures among the large group of pupils who attended summer school. The Wide Range Achievement Test results support the claim for improvement. The reading and spelling showed gratifying gains. All of the boys took the WRAT at the beginning and the end of summer school Pre and post test results are available.

GOALS NOT ATTAINED:

Some boys did not progress satisfactorily in math; computational skills need to be stressed more. We are attempting to create a scope and sequence for each area that was taught this summer; English, reading, and mathematics. This will mean working with the winter Director of Education and both the staffs of the winter and summer schools before the beginning of next year's summer school.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

There was not enough classroom supervision of the staff by the administrator of summer school. As the administrator has worked and is certified in both the elementary and secondary fields, we believe it will be possible to create a stronger program in the years to come.

INSTITUTION FOR NEGLECTED AND DELINQUENT CHILDREN:
GUARDIAN ANGEL HOME
(Summer Component)

GOALS SET:

1. Increase the girls reading and math skills.

2. Increase social and environmental awareness through supportive educational activities and trips.

3. Give the girls experience in reading apartment leases, the Pennsylvania Driver's Manual and other items which they will need to know about when they move out of the Home and live on their own.

4. Give the girls experience in handling a savings and checking account, and other financial materials.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Reading and math classes were held throughout the month of July on Monday, Tuesday and Thursday evenings. Classes were two hours long and time was divided equally between reading and math. All classes were conducted by reading and math specialists.

2. Trips have been and will continue to be conducted throughout the summer to places of educational and historical interest. The girls have visited several museums, The Living History Center and a trip to the Franklin Institute.

GOALS ATTAINED:

1. The girls have made at least some progress in developing their reading and math skills. Individual evaluations completed by the teacher will delineate the specific progress which each girl achieved; these forms will be forwarded to the Office of Federal Programs at the end of the summer.

2. As noted above, numerous trips have already been conducted and others are planned.

GOALS NOT ATTAINED:

1. The girls received only limited experience with reading apartment leases, and in looking for apartments for themselves in the newspapers. The reading specialist felt the girls needed more help with their basic reading skills, such as comprehension and so she did not use all of the material which had been set forth in the program guidelines.

2. Because of the limited math skills of the girls, the math specialist also was unable to cover all of the material described in the summer program.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

1. It may be helpful next year to have the reading and math classes for five weeks instead of four so that the teachers have more time to cover the material in the program. This would also afford them additional time to individualize with the girls.

2. It is our recommendation that the Title I office consider permitting at least one out-of-state trip during the summer programs. Planning educational trips has become increasingly more difficult each year because there are only a limited number of places which can be visited in Pennsylvania.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN:
NORTHERN HOME FOR CHILDREN
(Summer Component)

GOALS SET:

1. To improve basic skills in reading and math.

2. To improve vocabularies.

3. To improve concepulization in reading and math.

4. To improve attitudes toward school.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

Two reading and two math classes enabled us to reduce the teacher-pupil ratios to a highly therapeutic level of teaching. In some cases this resulted in a one-to-one situation wherein the most needy of our pupils were helped. Short-term immediate gratification projects were initiated in order to hold interests of those pupils with short interest spans. Prizes were awarded for those having made the most progress each week.

GOALS ATTAINED:

We made some progess with most pupils in all goal areas. In dealing with hard-core school problems as we are, it is a forgone conclusion that a few pupils will not respond or will respond only to a very limited degree.

We feel that we received good response and progress with 90% of our pupils.

GOALS NOT ATTAINED:

The 10% of the pupils who failed to respond represented our most severe emotionally disturbed pupils. The social interaction of these pupils was highly negativistic and very difficult to deal with.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

In the future we will plan classes for the most difficult pupils on a one-to-one basis. Our experience this summer has convinced us that any effort short of this will not be productive with some pupils.

INSTITUTION FOR NEGLECTED AND DELINQUENT CHILDREN:
SALVATION ARMY IVY HOUSE
(Summer Component)

GOALS SET:

1. To increase the basic skills level of our children i.e., reading and math.

2. To increase the children's social and educational awareness of the city.

3. Cultural enrichment and activity program.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Daily tutorial sessions in math and reading, each session lasted for one hour.

2. Trips to historical and educational sites throughout Philadelphia and its surrounding areas.

3. Various activity programs utilized to release tension and increase interest in the program.

GOALS ATTAINED:

1. According to pre and post tests to date, many of the children have improved their basic skills level.

2. Writing samples have been taken after the majority of educational trips to support their increase of knowledge gained by taking the trip.

GOALS NOT ATTAINED:

All goals were attained.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

1. Continue structured summer basic skills improvement program.

2. Encourage the children to read as much as possible; one way to do this is to offer an incentive program.

3. Widen the activity program to make the total program more attractive.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN:
SOUTHERN HOME FOR CHILDREN
(Summer Component)

GOALS SET:

1. Youngsters will build upon their basic skills in computational mathematics.

2. Youngsters will increase their interest and build upon their reading vocabulary.

3. Youngsters will have a positive and successful learning experience.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

Children worked in groups of 7 in both reading and mathematics for 8 hour daily sessions. The neediest youngsters were selected for additional educational tutoring.

GOALS ATTAINED:

1. Many youngsters were able to increase their knowledge in at least one basic math operation.

2. Youngsters increased their reading and writing vocabulary.

3. Youngsters enjoyed and were successful in a learning situation.

Goals were evaluated through standardized tests, teacher operation and class work. Attendance for the summer program was excellent.

GOALS NOT ATTAINED:

All goals were attained.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

Individual tutoring in addition to group work.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN:
STENTON CHILD CENTER
(Summer Component)

GOALS SET:

1. To improve, significantly, the knowledge, skills and abilities of all the children who have demonstrated educational deficiencies ranging from moderate to severe, especially in the areas of mathematics and reading.

2. To encourage and motivate a more positive attitude in all the children in the program toward self, school and desire/ability to learn.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Prescribed a minimum of one hour of concentration on reading and one hour of mathematics per pupil, per week.

2. Prescribed rote drills to develop/improve number skills, vocabulary skills, spelling and phonics.

3. Prescribed silent and oral reading exercises using standard reading texts.

4. Prescribed activities/games that fostered and expanded learning abilities and comprehension - i.e., oral language, reciting aloud, writing, mathematical exercises involving experimentation with combinations/relationships of objects that required the use of addition, subtraction, division, etc., and time measurement problems.

GOALS ATTAINED:

1. At least 60% of the participating children advanced one level in mathematics as measured by the Philadelphia Mathematics Evaluation Test administered at the start and end of the program.

2. Approximately 70% of the participating children demonstrated significantly and overtly a more positive attitude towards school/education, and a stronger desire to want to improve their individual basic skills. This area of accomplishment is attributed primarily to the manner in which the program was conducted - the classroom atmosphere was relaxed, friendly, interesting and non-threatening.

Receiving instructions on a one-to-one basis, or in small groups of three or four, helped ease feelings of hopelessness and inadequacy resulting in a more gradual, consistent and concomitant effort to improve self-image.

GOALS NOT ATTAINED:

Approximately 40% of the pupils failed to show any significant improvement in reading skills, mathematical skills or motivation towards self and/or school. Reason(s): unwillingness to participate in the daily classroom activities, rigidity in low self-esteem, negative attitude toward school in general.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

1. Increase/intensify the guided educational activities phase of the program.

2. Increase the arts/crafts work aspects of the program.

3. Implement more role-playing in the conduct of the program in order to engender/promote more active participation, interest and achievement.

4. Make program less structural and increase those cultural, social and recreational activities that relate and give impetus to improving basic educational skills.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN:
ST. JOSPEH'S HALL FOR GIRLS
(Summer Component)

GOALS SET:

1. To maintain or improve the student's Reading and Math levels.

2. To incorporate the areas of reading and math into life situations.

3. To improve the students appreciation of the fine arts.

4. To increase the students' awareness of the importance of the two academic areas.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Classroom instruction in the reading and math areas.

2. Small group instruction and at times one-to-one instruction.

3. Daily classes instructing the students in multi-areas associated with the fine arts.

4. Field trips where the students would implement aspects taught in summer school.

GOALS ATTAINED:

1. 90% or better of the summer school students maintained or improved their status in both reading and math areas.

2. The field trips successfully enabled the students to apply their knowledge in a practical manner.

3. The summer school component maintained the students' interest in the academic areas of math and reading and the areas of music, dance and instrumentation.

GOALS NOT ATTAINED:

The goals that were set forth for the summer school component were met in full.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

Continue a summer school component that incorporates both academic studies as well as field trips coupled with fine arts studies to enhance the studies. Experiences are more meaningful when related to situations that have been encountered.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN:
ST. VINCENT'S ORPHANAGE
(Summer Component)

GOALS SET:

1. Teach or strengthen basic skills in math and reading.

2. Stimulate muscular development and emotional development.

3. Develop self-confidence as well as social and cultural awareness.

4. Stimulate readiness for formal instruction for pre-schoolers.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Provided individual attention and very small group instructions.

2. Used materials of high interest and low reading level.

3. Used care teaching techniques in teaching library skills - presciptive teaching techniques were also used.

4. Provided opportunities outside classroom situations in form of nature trips (Pocono Mts.), cultural trips (Playhouse in the Park), social events (trips to historic sites in Phila.), dancing, knowledge of and use of money.)

GOALS ATTAINED:

The enthusiasm was evident of the desire for self-improvement. Library cards from the public library were obtained for 85% of the student population by request. A program of song and dance, arts and crafts was given at end of program. Significant growth was seen on Form B of Post test for 90% of children. 75% of the children who were in the Readiness Program show that they should do well or very well in a first grade program.

GOALS NOT ATTAINED:

All of our anticipated goals were obtained.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

My recommendations are to continue same teaching approaches used. Improve scheduling of activities.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN:
ST. VINCENT'S RESIDENCE
(Summer Component)

GOALS SET:

1. Reinforcement and Instruction in Basic Skills In Reading.

2. Reinforcement and Instruction in Basic Skills in Language Arts.

3. Individualized instruction in Spelling, Handwriting, Typing, with functional use of each subject.

4. Practice in use of composition and creative writing.

5. Increase in interest in Reading.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Pleasure Reading

2. Reading for a Purpose

3. Research Projects

4. Library Skills

5. Use of Dictionary and Encyclopedia

6. Reading with tapes

7. Film Viewing with tapes for listening

8. Programmed Material for Grammar reinforcement

9. Instructional Kits for continuous progress

10. Games for reinforcement and remedial drill

11. Varied instructional materials for individual needs

GOALS ATTAINED:

1. Reading level increased by 1 or 2 grades as per California test battery (50% average gain).

2. Language Arts level increased at about same rate.

3. Interest in Reading stimulated through individualized instruction.

4. Typing made functional in writing social letters and class reports.

5. Establishment of good reading habits seen by choice frequency of use and discussion of reading materials.

GOALS NOT ATTAINED:

For psychological reasons some girls were not able to apply themselves to the learning tasks. Hence, the progress was slow for them in all areas of instruction. Related subjects such as Art and Music were offered to them.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

1. More cultural trips will be planned for instructional purposes on an extra curricular basis.

2. Tests will be given before and after the duration of the program to afford the full six weeks time for the program.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN:
YOUTH DEVELOPMENT CENTER
(Summer Component)

GOALS SET:

1. To improve the reading skills of students reading below the fourth grade level.

2. To improve the mathematics skills of students performing below the fourth grade level.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

Students were tutored individually and in small groups.

GOALS ATTAINED:

Tests indicate that students who attended regularly improved their reading and math skills.

GOALS NOT ATTAINED:

None

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

None

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN:
YOUTH SERVICE INCORPORATED
(Summer Component)

GOALS SET:

1. To provide a summer program rich in cultural, arts & crafts, fun filled trips and activities.

2. To provide a varied schedule to meet the needs of the youngsters.

3. To provide a tutorial program to improve their basic reading skills.

4. To encourage the writing and printing of a summer newsletter by the youngsters.

5. To expose the youngsters to various musical art forms via the Dell concerts and Temple Music Festival.

6. To have youngsters participate in planned physical activities.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Youngsters received remedial and developmental reading instructions for three hours per week for seven weeks.

2. Youngsters attended seven Dell concerts to hear nationally renowned artists (Ramsey Lewis, Arthur Prysock, Roberta Flack, Count Basie, Lionel Hampton)

3. Youngsters wrote and published several newsletters describing various components of summer activities and their reactions both negative and positive.

4. Youngsters engaged in Arts & Crafts, produced five finished products using several different types of material.

5. Youngsters participated in swimming program once a week at the Cobbs Creek Recreation Center where swimming lessons were given by qualified instructors.

6. Youngsters were taken to the Black History Museum, Bulletin Bldg., Franklin Mint, where guided tours were provided by competent guides.

7. Youngsters were given weekly picnics and outings to French Creek, Valley Forge, Atlantic City, Parvine State Park, Wildwood, Dorney Park.

8. Youngsters held a Bazaar and Dance to culminate the summer program.

GOALS ATTAINED:

All of the goals stated in section two were attained. The best indication of the success of the summer program is best measured by the fine attendance of the youngsters. Many of our youngsters usually find meaningful summer employment; however, due to severe shortages in government funding, most of the young people were unable to be placed in job situations. The summer program was able to fill a much needed void. It provided the youngsters with an opportunity to improve sorely needed skills in reading, and at the same time, enjoy a summer of fun, physical and cultural development.

GOALS NOT ATTAINED:

Our program could have included more varied activities had additional funding been available.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

It is my feeling that the program was smoothly and efficiently run. With additional funding, next year's program could be broader in scope and include a richer offering.

LEARNING CENTERS
(Summer Component)

GOALS SET:

1. To continue the development of teacher and parent reproducible learning sequences (with concrete components).
2. To evaluate, refine, alter or discard teaching aids.
3. To research newest commercial idea collection for additions to our T.C. offerings.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Teacher Center Shop completely reorganized and labeled for better self-help by teachers and parents and to assist them in clean up.
2. New learning aids designed and models made
3. Worn-out materials repaired, redesigned or replaced

GOALS ATTAINED:

Goals 1 and 2 were met with deliberateemphasis on the shop part of the Learning Centers Project, since we concentrated on the non-shop part in past summers.

Goals 1 and 2 were met by the director through editing Teacher Center produced written learning sequences to be used in 1977-78.

GOALS NOT ATTAINED:

Goal 3 was only partly met because of 1) lay-off of the Project's Administrative Officer for which a replacement was secured, 2) paralysis of the school system in dealing with administrative matters due to budget crisis and resulting uncertanties in matters dealing with personnel for the next school year.

CHANGES SUGGESTED BY PROEJCT ADMINISTRATOR:

Goals set were realistic and achievable in a <u>normal</u> summer.

MOTIVATION
(Summer Component)

GOALS SET:

To modify the project fiscally and programmatically in preparation for the 1977-78 school year.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Secretarial - printing of project material.
2. Researching results of goal achievement.
3. Bringing fiscal coordination to all school projects.
4. Arranging for fiscal order for new year.

GOALS ATTAINED:

All goals were attained. Materials for the new term were prepared.

GOALS NOT ATTAINED:

All achieved.

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

Another secretary is of utmost necessity. One person was displaced because of budget problems.

MULTIMEDIA CENTER
(Summer Component)

GOALS SET:

To insure the efficient operation of the Multi-Media Center for the 1977-78 school year in providing audiovisual materials to educationally deprived children.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

1. Accessioning new materials.
2. Updating the Multi-Media Center catalog.
3. Maintaining and repairing equipment and audiovisual software.
4. Preparing delivery schedules.
5. Preparing systems for circulation of materials.
6. Compilation of statistical data on usage of the Center's materials.
7. Relocating the entire collection and activity from 2901 W. Allegheny Avenue to 5th and Luzerne Streets.

GOALS ATTAINED:

The goal cited above has been attained. A work list was composed by the project coordinator and all tasks were completed under her personal supervision.

GOALS NOT ATTAINED:

None

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

None

SCHOOL-COMMUNITY COORDINATOR
(Summer Component)

GOALS SET:

The administrative staff of the project will study the development of the project for the past year. They will also review the records kept by personnel. They will plan new procedures and strategies based upon their findings.

ACTIVITIES EMPLOYED TO ATTAIN THE GOALS:

The records were reviewed by the administrative staff. Conferences were held with the monitoring and evaluation team of Dr. Escourt and Mrs. Waters from the Office of Research and Evaluation. Statistical data was reviewed in these conferences. Conferences were held with Labor Relations' Director, Mr. George Branch.

GOALS ATTAINED:

All of the goals were attained. New forms and procedures will be implemented to increase accuracy and punctuality in the submitted records by the School-Community Coordinator. However, a new emphasis for the Area Coordinator will add a dimension in their assisting the School-Community Coordinator in their overall performance. This will be accomplished by having Area Coordinators review weekly tallies.

GOALS NOT ATTAINED:

None

CHANGES SUGGESTED BY PROJECT ADMINISTRATOR:

Programmatic Changes:

1. Emphasize three basic objectives getting first priority.
2. Establish a weekly tally (see enclosed) this helps the School-Community Coordinator to plan and account for their work over a shorter time-span of a week instead of the month.

3. Area Coordinators will collect weekly tallies using them as a basis for program planning and more efficient use of the School-Community Coordinator's time.

4. Area Coordinator will collect the monthly reports from the School-Community Coordinators (previously they were sent directly to Central Office), examine them, review them in conference and then forward them to the Central Office.

Recommendations:

1. Establish 4 out-of-school visits per working day instead of 3½ - cutting a person or an agency can be confusing.

2. Stress maximum output, minimum figures have been interpreted by the School-Community Coordinators as being the target instead of the most acceptable number.

3. Increase and project the skills of all Bilingual School-Community Coordinators to the degree that one (1) person can service a school. The result could be a broadening of our service area to include other schools that are eligible and that do not require a school-community coordinator. This would free seven (7) School-Community Coordinators.